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ABSTRACT

A project was conducted from 1980 to 1982 to determine the costs and benefits of OCLC use in 29 small and medium-sized member libraries of the Illinois Valley Library System (IVLS). Academic, school, public, and special libraries participated by recording the time and staffing levels used for and the cost of OCLC and pre-OCLC cataloging (by in-house typing or duplicating of cards or purchase of vendor cards). It was found that (1) OCLC cataloging cost more than other methods, particularly for public and school libraries; (2) OCLC use provided a substantial reduction in staff cataloging time; (3) OCLC cataloging work was shifted to less expensive staff members in half of the libraries; (4) more cataloging information was provided when using OCLC; and (5) some libraries experienced decreased cataloging turnaround time with OCLC. Interviews with library directors and staff indicated other OCLC benefits, such as its use for interlibrary lending. A total of 22 of the 29 libraries decided to continue using OCLC after the project ended, despite its higher costs. This report describes project methodology and results with appendices presenting statistical information on project libraries, a map of IVLS, and sample worklog forms for the pre-OCLC cataloging studies and the OCLC cataloging study. (ESR)

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Cataloging Before and After OCLC

by Linda G. Bills
OCLC Project Director
Illinois Valley Library System

Illinois Valley Library System
OCLC Experimental Project
Report No. 3

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Jim Edgar
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This is one of eight reports to be published by the Illinois State Library describing the results of the OCLC Experimental Project. The Project was conducted by th Illinois Valley Library System and thirty-three of its participating libaries from January 1980 to December 1982. The Project was funded by LSCA grant I-79-IX-C awarded by Alan J. Dixon, Illinois Secretary of State and State Librarian, through the Illinois State Library.

Illinois Valley Library System
OCLC Experimental Project
Reports

I OCLC Experimental Project Description

II Implementing OCLC in Small and Medium-sized Libraries

III Cataloging Before and After OCLC

IV Attitudes about OCLC in Small and Medium-sized Libraries

V OCLC Use by Library Clusters

VI OCLC Public Access Terminals in Small and Medium-sized Libraries

VII Interlibrary Loan Before and After OCLC

VIII OCLC Experimental Project — Summary and Conclusions

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CATALOGING BEFORE AND AFTER OCLC

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INTRODUCTION

From January 1980 through December 1982 the Illinois Valley Library System (IVLS) and thirty-three of its participating libraries conducted an Experimental Project to test the costs and benefits of OCLC use in small and medium-sized libraries. A detailed description of the System, the Project and the libraries involved in the experiment is given in the first report in this series. The tables from that report, giving descriptive statistics for the Project libraries, are included as Appendix A of this report.

In all Project reports, certain terminology is used consistantly. The "System" or "IVLS" refers to the Illinois Valley Library System; "Project" refers to the OCLC experimental project, whereas "project" may refer to any local undertaking, particularly retrospective conversion projects in each library; "librarian" or "library director" refers to the person responsible for library operations, reflecting various levels of education and experience. In the context of OCLC work, "cataloging" unless specifically designated as "original cataloging" or "original input," refers to editing existing OCLC copy and ordering cards. Libraries in the Project were organized in "clusters" with one "host" library where the terminal was located throughout the Project. The "guest" libraries in the cluster had no permanent terminal in-house but generally used the one in the host library.

In all Project reports, it is assumed that the reader is familiar with the OCLC system and, in particular, with the cataloging and inter-library loan subsystems. A brief description of this automated library service as it existed at the time of the Project can be found in the brochure Online Library Systems (Dublin, Oh: OCLC, [1982]).

This is a report of studies on the time needed and the cost for pre-OCLC cataloging, the time needed and the cost for OCLC cataloging and a comparison

of the two. The comparison is made in terms of time, salary costs and staffing levels. Although the financial cost for OCLC cataloging appears to be almost always higher than for other methods, this must be weighed against staff time and cost savings, staffing level adjustments, resource sharing and other benefits of OCLC use.

PRE-OCLC CATALOGING

The Nature of Cataloging Activity

The libraries studied in our tests had three principal sources for cataloging cards. Eleven of the twenty-three public or school libraries studied received vendor cards with at least some of their purchases. In these elevan libraries, the percentage of books that came with vendor cards varied from 92% to 25%, depending on the libraries' practices and the vendors used. Some libraries, had a policy of ordering vendor cards only for certain types of material such as adult non-fiction books. Other materials would be ordered without cards and cataloged in-house.

The second method for obtaining cards, and one used by almost all the libraries, was typing card sets in-house. This meant not only typing the main entry card, but also typing each card in the set separately. Nine of the libraries used this method exclusively. Nine other libraries used it whenever vendor cards were not available.

The third way of obtaining cards was the use of a card duplicating ("minimaster") machine with a typed stencil for the unit card. Two of the libraries used this method exclusively. Two other libraries used it whenever vendor cards were not available. As a variation on this in-house reproduction method, one school library typed main entry cards and sent them twice a year

to a company that reproduced the number of cards needed for each set. When the cards were returned headings were typed on at the library.

The libraries in the study all have dictionary catalogs and shelflists. In some libraries, these catalogs are divided into juvenile and adult sections. There are five libraries which had multiple locations and generally obtain mutiple copies of some titles. At Peoria Public Library, a union catalog is available in the main building with branch catalogs in each of eight other locations. The master shelflist is maintained at the central library and cataloging for all branches is done at this location. The Illinois Prairie District Library has five branches but does not maintain a catalog in any location except its main library. The branch holdings are not permanent, but are exchanged regularly with the headquarters library. East Peoria Elementary School District #86 Central Processing Center provides cataloging for libraries in nine buildings - a junior high school and eight elementary schools. There is no central dictionary catalog, but the processing center maintains various union catalogs and shelf lists. Each building library has cards for its own collection and for the professional and AV resources kept at the central processing center.

Farmington Unit School District and Pekin Community High School both have multiple buildings and divided responsibility for cataloging. Pekin Community High School has two buildings and four collections - each building having separate library and AV areas. All holdings of AV materials are represented in the AV catalog in each school building. For books, a main entry union catalog for the two separate libraries had been maintained earlier but was dropped a year before the Project began. With the implementation of OCLC, this union catalog was resurrected. Farmington Unit District has five buildings, each with a separate collection and separate catalogs. Cataloging for

the high school library is the responsibility of the high school librarian. Cataloging for the two middle schools and the two elementary schools is done by the elementary school librarian. Until the advent of OCLC there was no union catalog for the collections, but one has now been initiated.

Description of the Study

During the Project we were interested in establishing the pre-OCLC costs of cataloging for two reasons. First, the arrangements of the grant provided that participating libraries would pay for OCLC cataloging at a rate established by their pre-OCLC cataloging costs, both labor costs and vendor costs, if any. To establish this price for each library, a study of pre-OCLC cataloging was necessary. It was assumed, however, that the pre-OCLC costs for special or academic libraries were equal to or greater than OCLC costs, so no reimbursement rate needed to be established. Second, we wished to have data to compare with the costs of OCLC use in terms both of money and staff time.

Because of delays in hiring the Project director, many libraries had terminals installed before studies of pre-OCLC conditions could be undertaken. At that point it was unreasonable to expect libraries to continue using non-OCLC methods of cataloging for long enough to organize and carry out detailed cost studies. As a result, the costs of cataloging in most libraries were determined through a small sample study. The library staff members who had been responsible for pre-OCLC cataloging were given a selection of 12 to 25 books. The proportion of juvenile and adult, fiction and non-fiction were based on the buying patterns of the libraries. If the library had been using vendor cards, similar card sets, which matched the library's profile with the vendor, were provided with some books. The staff would catalog these books and record the time used for each step in the process. The limited size of the sample and the fact that the books were done at one time, without inter-

ruption, and under observation, meant that the data obtained was not a very reliable measure of the true time it took libraries to catalog in normal circumstances. On the other hand, data from similar sample studies done under the same conditions in several libraries should be fairly comparable among those libraries.

In some cases, it was possible to do longer worklog studies in the libraries. Four of the libraries which joined the Project late could not go on-line until their OCLC card production profiles had been completed. OCLC. In these libraries we were able to obtain three to four weeks In these libraries we were able to obtain three to four weeks of worklog data to analyze. Copies of the forms used can be found in Appendix B. The number of books actually cataloged during this period depended on the size of the library and its purchasing level at the time. The staff members used stop watches and were aware that their work was being timed, so that the figures will not be a completely accurate reflection of normal conditions, but again, they provide a guideline for comparison.

In three libraries, librarians themselves had conducted pre-OCLC tests before joining the Project. These were studies involved timing the processing of a certain number of books done at one time for the test, but they generally used larger samples than the tests arranged by the Project Director. Thus, we have pre-OCLC cataloging data from three sources -- Project-administered samples, worklog studies, and locally conducted studies. As test results are reported below, the type of study used will be indicated.

No tests were conducted by the Project Director in academic or special libraries. It was assumed that the cost of cataloging in these libraries in terms of staff time would exceed the OCLC charges. This assumption was based on reports in the literature, on the salary levels and on the need for detailed

cataloging in these libraries. An in-house study of pre-OCLC cataloging costs was done at Caterpillar Business Library, however, and its results are reported below with the others.

Study Results

The tables on the following pages show the results of various studies of library costs for pre-OCLC cataloging. The results are given in three groups according to the process used to create cards: in-house typing of full card sets (Table III-A); use of vendor-supplied cards with or without modification (Table III-B); and use of some form of in-house reproduction of model cards to create card sets (Table III-C).

Each of the three procedures are broken down into steps, with the time in minutes needed for each step recorded for each library. Times are given on a per title basis. If a particular step is not needed for every title (such as correcting vendor cards), the time given reflects the average time spread over the entire sample, not the time needed to deal with a single title. Thus, if it usually takes five minutes to correct the card set for a title, but only one of every five card sets needs corrections, the time recorded would be one minute — the average time per title processed.

Libraries had a variety of ways of combining the steps. For in-house typing of cards, for instance, some librarians made cataloging decisions on all titles in a batch, then proceeded with typing all the cards. In other libraries, cataloging decisions were made while the card sets were typed. Where steps were combined in the normal cataloging operations, we did not attempt to separate them during the study. The notations "n.s." and "p.s." on the tables indicate that the particular operation was done as an integral part of the next or previous step respectively.

TABLE III-A

PRE-OCLC CATALOGING
Typing Card Sets In-House

Library	Cataloging Decisions	Typing Cards	Typing Labels, Etc.	Arranging Cards	Total	
	Min.	Min.	Min.	Min.	Min.	Cost
Alpha Park (P)	1.247	2.448	n.d.	.55	6.258	$ .571
Ayer (P)	.786	6.143	2.142	.857	9.928	.693
Bradford (P)	2.5	15.00	3.12	1.25	21.870	1.223
Caterpillar Business (Sp)*	9.0	7.85	n.d.	n.d.	19.396	3.868
Dunlap (P)*	5.00	6.25	2.00	.522	13.772	1.109
Farmington (Sc)**	5.727	3.36	1.318	.222	10.631	1.195
Fondulac (P)	1.917	3.375	n.d.	p.s.	7.305	.451
Galva (P)	2.187	6.25	p.s.	.5	8.937	.587
Henry (P)	.933	3.067	n.d.	.6	6.613	.457
Ill. Prairie Dist.(P)	n.s.	5.55	p.s.	.35	5.900	.504
Kewanee (P)	4.625	6.889	2.111	.583	14.208	.792
Lillie M. Evans (P)	3.176	10.059	n.d.	.588	15.836	.921
Mackinaw (P)	4.5	8.12	p.s.	.417	13.037	.828
Morton (P)	n.s.	4.25	n.d.	.5	4.750	.843
Neponset (P)	2.83	3.67	1.5	.25	8.250	.463
Toulon (P)	n.s.	6.2	1.9	.4	8.500	.487
Wyoming (P)	n.s.	6.1	n.d.	.4	8.513	.512

The time needed per title for typing cards in-house is divided into the steps common in most of the libraries studied. The total time needed is adjusted in cases where no data (n.d.) was available for any specific step. To do this, the average time used for that step by other libraries was added in. Cost is based on the 1980 salary rate of the employees doing the work plus $.02 for the cost of card stock.

Abbreviations in the table:
P - Public library
Sc - School library
Sp - Special library
* - data from in-house study
** - data from worklog study
no asterisk - data from Project sample study

n.d. - no data
p.s. - step done as an integral part of the previous step
n.s. - step done as an integral part of the next step

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TABLE III-8

PRE-OCLC CATALOGING
Vendor-Supplied Cards

Library	Checking Cards	Typing/ Correcting[1] Cards	Typing Labels, Etc.	Arranging Cards	Vendor Cost	Total	
	Min.	Min.	Min.	Min.		Min.	Cost
Alpha Park (P)	.610	p.s.	v.s	.55	$ .59	1.160	$ .703
Bradford (P)	3.75	p.s.	3.12	1.25	.55	8.120	.997
Farmington (Sc)**	n.s	.931	1.381	.222	.59	2.534	.818
Kewanee (P)	4.625	p.s.	4.20	.583	.40	9.408	.908
Limestone (Sc)**	1.5	1.92	1.32	.53	.59	5.270	1.062
Mackinaw (P)	.875	3.0	v.s.	.417	.69	4.982	.934
Morton (P)	2.187	p.s.	v.s.	.5	.69	2.687	1.017
Naponset (P)	2.83	1.33	1.5	.25	.48	5.910	.810
Pekin (P)[2]	.975	3.668	v.s.	.542	.465	5.185	.966
Pekin H.S. East (Sc)**	.88	3.631	v.s.	.62	.89	5.131	1.560
Pekin H.S. West (Sc)**	1.39	1.675	v.s.	.58	.89	3.645	1.554
Peoria Public (P)**	.421	.836	1.720	1.260	.79	4.237	1.227

The time needed per title for using vendor-supplied cards is divided into the steps common in most of the libraries studied. Where a particular library combined steps differently, "n.s." and "p.s." indicate that the particular step was done as an integral part of the next or previous step listed. The personnel costs comprise the salary rate (not including benefits) of the person doing each step times the minutes used. All vendor and salary costs are at the 1980 rate.

Abbreviations in the table:

P - Public library
Sc - School library
** - data from worklog study
no asterisk - data from Project sample study

n.s. - step done as an integral part of the next step
p.s. - step done as an integral part of the previous step
v.s. - labels were vendor-supplied

[1]This step includes the time for checking clerical work and correcting it, if necessary. Correction time is figured proportionally to the percent of cards needing corrections.

[2]It was not possible to separate out Pekin data by whether vendor cards were used. This line therefore reflects an average over all types of cataloging. The total cost reflects the 60% use of vendor cards and therefore only 60% of vendor charge is added.

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TABLE III-C

PRE-OCLC CATALOGING
Card Reproduction

Library	Cataloging Decisions	Typing Stencils	Running Stencils	Typing Headings	Arranging Cards	Supply Costs	Total Min.	Total Costs
E. Peoria (Sc)[1]	4.375	4.5	2.625	n.a.	3.062	$ .519	14.562	$3.007
Farmington (Sc)[2]**	6.556	2.608	1.00	(1.33)	(.5)	.69	11.994	2.473
Limestone (Sc)**	2.67	1.74	1.43	1.46	.53	.09	7.830	1.778
Pekin East (Sc)[3]**	5.79	7.92	5.08	8.01	.62	.094	27.420	3.352
Pekin West (Sc)[3]**	15.83	5.45	2.98	4.01	.58	.094	28.850	5.1[illegible]
Washington (P)*	1.596	2.564	.615	.436	(.5)	.17	5.711	.717

The time needed per title for in-house card reproduction is divided into the steps used by most of the libraries. Where time for a step was not captured during the study, the average time for other libraries is supplied in parenthesis. The step for "typing stencils" includes proofreading and correcting them. "Running stencils" includes cleanup time. Variations in data for particular libraries are given in the footnotes below.

Abbreviations in the table:

P - Public library
Sc - School library
* - data from in-house sample study
** - data from worklog study
no asterisk - data from Project sample study

[1]At East Peoria School District a stencil was typed for each heading, so no headings needed to be typed on the cards.

[2]Farmington High School did not use an in-house stencil machine. Unit cards were typed and sent to a vendor for reproduction twice a year. The time given for "running stencils" is the time needed to prepare model cards for shipment to the vendor.

[3]Pekin High School had two cataloging operations, one for East Campus and one for West Campus. This report does not include their AV cataloging costs.

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In some cases, data was not obtained for some steps - particularly typing labels or arranging cards. This has been noted as "n.d." in the tables. In order to make the totals as comparable as possible, however, the missing data has been figured in as an average for that step from the other libraries. The total costs are based on the 1980 salary rates for the employees actually performing each step. If the work was done by unpaid volunteers or students, the Illinois minimum wage rate or minimum student wage rate was used. Also included are any costs for supplies or vendor cards.

Some libraries used two or even three methods to obtain cataloging. Vendor cards would be used when they were available, with some in-house method used to catalog other materials. For this reason, a library may appear on more than one of the tables below. In later comparisons of pre-OCLC cataloging time and costs, the values for different pre-OCLC methods are used in a single library weighted according to the proportion of cataloging done each way to obtain an over-all cost for the library's cataloging.

Besides the three cataloging procedures, there were three different sources of data - small samples administered by the Project, larger samples administered by the librarian and worklog studies. The latter two are indicated on the tables below by a single and a double asterisk respectively. For libraries without asterisks, information was obtained through a fairly small (12 - 25 books) sample.

A summary of costs in terms of time and money for each type of procedure is given in Table III-D below.

TABLE III-D

PRE-OCLC CATALOGING
Summary

	In-house Typing	Vendor Cards	In-house Reproduction
Minutes per title			
Range	21.87 - 4.75	9.41 - 1.16	28.85 - 5.71
Median	8.94	5.06	13.28
Mean	9.87	4.86	16.06
Cost per title			
Range	$3.868 - $.451	$1.560 - $.703	$5.189 - $.717
Median	$.693	$.982	$2.740
Mean	$.912	$1.046	$2.750

According to these studies, the most expensive form of cataloging on a per-title basis, was in-house reproduction of cards. This applied to both the amount of staff time and the monetary costs. Most of the libraries which used this method, however, were processing multiple copies of many of their titles, so that, although they are paying more on a per-title basis, the in-house reproduction may be the least expensive way to fill their extended need for cards.

The comparison of in-house typing of full card sets with using vendor cards shows that a library chosing between these two may be balancing a somewhat greater investment of staff time for the first against a slightly greater cost for the latter. In any such decision, however, there will also be a consideration of the appropriateness of the vendor cards for the library and the quality of cataloging received.

The figures for various libraries were compared to each other, both within the same cataloging method and among methods. These comparisons did not produce any meaningful correlation of cost or time with staff size, popu-

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lation served, budget, acquisition rate or collection size. Time figures did not correlate with the type of library, but costs tended to be greater for the school and special libraries because of higher salary levels. One factor, however, did correlate fairly well with the time needed to catalog. This was the amount of information provided on the catalog cards.

Amount of Bibliographic Information and Cost

Vendor cards contained fairly similar amounts of information across all the libraries. In-house cataloging, however, showed tremendous variation. The amount of information given on catalog cards depended on the training of the librarian or the staff members and the amount of information they felt was necessary for their patrons.

This variation did not seem to depend upon the size of the library or the training of the staff *per se* but rather on the emphasis placed on the cataloging function. Some librarians felt that some information generally found on catalog cards was misleading or confusing to patrons, while others felt that they should follow national standards as much as possible.

To determine the level of cataloging information, cards produced in-house were examined to see what types of information were given. The items checked were main entry, title, subtitle, statement of responsibility, edition statement, place of publication, publisher, date, collation, notes or summaries, subject headings, added entries, and call numbers. No judgement was made on whether a piece of information was correct, for example, whether or not a subject heading was appropriate for the book. The question was simply whether or not the information was provided at all, and in how much detail. Because we used the same set of books in most libraries during our sampling study, we could compare cataloging for the same materials in different libraries.

The highest level of cataloging information was considered to be the presence of nearly all of the factors mentioned above. The lowest level was considered to be the absence of nearly all of these factors. In libraries with the least cataloging information on their cards it was typical to find a call number, author, title, publisher, and date on the main entry card, and only a call number, title and author, besides the entry itself, on an added entry card. Fiction titles cataloged at this level generally had no subject headings or call numbers (i.e., author letters). In-house cataloging from some libraries fell between the two extremes and constituted a "medium level."

Comparison of in-house cataloging levels among libraries of differing size showed that both the smaller and the larger libraries had representatives at each level. Thus, the variations reflected not a difference in resources but a difference in cataloging philosophy.

This comparison of the amount of information given on cards turned out to be the most fruitful measure for comparing costs in terms of staff time and salary, as shown in Table III-E. The overlap in range, however, shows that other factors must enter into the cost.

TABLE III-E

PRE-OCLC CATALOGING
Typing Cards In-House

Cost Comparison by Amount of Cataloging Information

	Most Complete	Medium	Least Complete
Minutes per title			
Range	4.750 - 21.870	5.900 - 14.208	6.613 - 8.513
Median	12.386	10.768	7.778
Mean	12.848	10.411	7.670
Cost per title			
Range	$.587 - $1.223	$.487 - $.828	$.451 - $.512
Median	$.882	$.648	$.460
Mean	$.894	$.653	$.471

Within each of the three groups, there were four libraries of various sizes. Those with the "most complete" bibliographic information showed the greatest variation in cost and time for cataloging. Libraries in this group acquired from 170 to 2,000 titles per year. Within the group, the smaller the library, the greater the time needed per title to catalog. It seems likely that the staff of the larger libraries, who cataloged more titles, had more practice and were therefore able to provide the same level of cataloging in less time. In terms of cost per title, the two smaller libraries in this group were paying more per title than the two larger ones.

The relationship between size and time or cost was not so clear in the other two groups ("medium" and "least complete") given in Table III-E, and the variation in the values was not as great. For the "least complete" category of bibliographic information, the smaller libraries (100-600 titles/year) still ended up taking more time and spending more in staff salaries than larger labraries (1,000-4,000 titles/year).

In the group with a "medium" level of bibliographic information, the ranking within the group seemed to have less to do with size than with staff background, The two libraries in this group that spent the most time and paid the most for cataloging had staff members with more formal professional training — either graduate or undergraduate courses in library science. This is the reverse of the relationship between training and cost or time in the other two groups. There the libraries where the staff had more formal training generally paid less or and took less time to catalog.

With such a small sample of libraries available for comparision, it is impossible to say how valid these patterns are. They are described here simply because they did appear and might be worth further investigation.

OCLC CATALOGING

General Effects of Using OCLC to Produce Cards

Staff from most Project libraries were trained to catalog using OCLC in the spring and summer of 1980. In six libraries which joined late, training was delayed until a year later. The introduction of OCLC cataloging influenced the cataloging process beyond merely changing procedures. Staff members that had been typing their own cataloging cards were now presented with more cataloging data than they had before. The availability of additional information often made them more conscious of its value for themselves and their patrons.

Libraries that had been using vendor cards did not necessarily receive more data with OCLC, but often felt they could manipulate and customize it more easily. When it was suggested to one group of librarians that, instead of traveling to a host library to catalog they could contract with the host staff to do their cataloging, they rejected the idea. They felt that the ability to tailor the cards to their own needs was what distinguished OCLC cataloging from vendor cards.

Five librarians, however, expressed the opinion that there was more information on the OCLC record than they needed. This, they felt, was confusing to their staff and, with public access terminals, to the patron. In a few libraries enough information was deleted from the OCLC record that the resulting card sets were very similar in content to the pre-OCLC cards.

The most valued parts of the OCLC bibliograhpic information were the additional subject headings and summary notes. School librarians, in particular, felt summary information was important but had often not had time or space to include it on their in-house cataloging. Although most of the Project libraries used Sears subjects, and would have liked more of these pro-

vided, they generally found LC headings useful. At least one library changed to LC as their authority and others tended to accept LC headings (often deleting some subdivisions) and annotate their Sears authority book.

The easy availability of additional cards led, in at least two cases, to the establishment of union catalogs to link different collections in schools. In two other libraries, complete reclassification of the collection was undertaken to replace the existing card catalogs.

The implementation of OCLC cataloging and the need to learn MARC tagging greatly increased awareness of the structure of cataloging records and of national cataloging standards. Librarians appreciated the need for these standards when they participated in the building and use of a nation-wide data base. In those libraries that input original cataloging, there is a conscientious effort to understand and abide by input standards. This same awareness led to the submission of thousands of error reports through the Project office.

In one area, however, the OCLC cataloging process could not always meet the needs of the public libraries in the Project. The staff of these libraries are very conscious of the need to move books from the processing area to the patron area as quickly as possible. The demand for best sellers and other recent acquisitions is very high as is the librarians' emphasis on public service. Several of our libraries felt that the seven-day delay in receiving cards was one of the disadvantages of using OCLC. With in-house cataloging or vendor cards, processing could be completed much more quickly in terms of turn-around time. Also, special books could be rushed through the process without built-in delays. In cases where a library was a "guest" and had to travel to the "host" library to do their cataloging, further delays were involved in processing books and getting them on the shelves (see Project Report No. 5).

In this case in particular, even if the library did not wait to receive the cards before shelving the books, they generally had to wait for the terminal visit to be made before they knew what call number would be used.

Description of the Study

Most of the libraries were trained in OCLC cataloging in the spring and summer of 1980. By the fall of 1981, all Project libraries had been cataloging on-line for at least three months and most of them for more than a year. At this time a detailed study was done of OCLC terminal operations and related activities. Every library was asked to record all of its terminal operations for four weeks (one each month) from September 1981 through January of 1982. A few libraries preferred to complete the entire study in a single four-week period.

Terminal operations were measured for cataloging, retrospective conversion, interlibrary loan and miscellaneous activities. Copies of the recording sheets used for the cataloging portion these time studies are included as Appendix C of this report. The results of the interlibrary loan study will be given in Project Report No. 7.

Activities related to cataloging, retrospective conversion and similar activites were recorded on two different worklogs. One was used to record time spent at the terminal. Staff members were instructed to begin timing when they began working on an item and to record the time only after all terminal operations for that item were completed. Thus, cataloging a book with modifications and making labels for it would be recorded as a single operation, including searching for acceptable copy (no matter how many search keys were used), editing the record, reformating for label production, and making any notations in the item. The second worklog recorded time for operations related to the use of OCLC but carried out away from the terminal.

Study Results
Cataloging Activities

Table III-F below gives the average time needed for various types of operations and the frequency with which they occurred in the sample. The various operations measured are given in order of frequency, from highest to lowest.

TABLE III-F

OCLC CATALOGING

Time and Salary Costs for Terminal Activities

Average for All Libraries

Operation[1]	Time in Minutes	Salary[2] Cost	Number	Percentage[3] of Sample
Modified, labels	3.197	$ .304	1096	24.4%
Modified	2.923	.249	928	20.7%
As Is, printout	.868	.080	508	11.3%
Referred, printout	1.054	.082	456	10.1%
As Is	1.487	.097	299	6.7%
Modified, referred, printout	3.024	.247	191	4.2%
Labels	1.607	.126	149	3.3%
Modified, printout	3.369	.434	132	2.9%
As Is, labels	2.414	.328	127	2.8%
Printout	1.029	.079	124	2.8%
Referred	1.230	.135	79	1.8%
Not Found	1.572	.158	81	1.8%
Modified, Referred	3.551	.441	60	1.3%
Action unspecified	4.141	.366	49	1.1%
Various Other Operations	—	—	215	4.8%

[1]The operations are ranked according to their frequency of use. The terms used in the study were defined as follows:

As Is	- editing at most the local holding code and call number
Modified	- editing more than the local holding and call number fields
Referred	- cataloging record not produced, but referred to another staff member through a printout or the save file
Printout	- a printout was made, in addition to other activities
Labels	- labels were produced through a reformat of the OCLC record, in addition to other activities

[2]Salary cost was calculated for each activity by multiplying the time by the 1980 salary of the person performing the task.

[3]Total sample for cataloging activities was 4494 operations. Activities with 1% or less of the sample are given in the last line. Collectively they accounted for 4.8% of the sample.

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The time needed to input new titles is not included in this table since that operation accounted for less than one percent of all terminal operations recorded. There were, however, thirty-five examples of original input which averaged 12.308 minutes each. There are two reasons for this number being substantially below the number (81) of titles not found. First, an item not found on one search might be tried again later. In a week or two, it might well be in the data base or a more experienced searcher might find the record. Second, about half the libraries did not do their own original input, but forwarded these items to the Project office to be done by our cataloger. Time needed for terminal operations by the Project staff were not recorded in the study.

It is noteworthy that, for all the types of cataloging operations except one, it took more time to do the operation alone than to do the operation and make a printout. This is probably because, if a printout was not made certain processing information had to be recorded in another manner. The time it took to do this writing was included, by the instructions, in the time for the operation.

TABLE III-G

OCLC CATALOGING
Comparison of Operations
With and Without Printouts

Operation	With Printout	Without Printout
As Is	.868 min.	1.487 min.
Modified	3.369 min.	2.923 min.
Referred	1.054 min.	1.230 min.
Modified, referred	3.024 min.	3.551 min.

The exact amount of terminal time needed to catalog a title depended on the procedure in a particular library. In some libraries, for instance, a

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single staff member would take books to the terminal, find, edit, and produce the record in one session. In other libraries, one staff member might search and print records in one session, then return with annotated printouts to edit and produce. By adding together the average times needed for the steps in a particular library's procedure, it is possible to estimate the total terminal time needed to accomplish it.

Some of the actions given in the table above may be seen as peripheral to the cataloging process per se, such as just making printouts or labels. The table below (III-H) is a subset of the first table showing only the cataloging operations and combining different variations (with or without printouts, etc.) into the general action catagories. For this purpose, any operation which included a referral is considered in that catagory, even though it might also be "modified." The average for new input has also been given. Percentages are for the subsample only (3991 operations). This gives a clearer over-all picture of the distribution of various degrees of work needed to produce cards for a title.

TABLE III-H

OCLC CATALOGING

Summary of General Operations

Operation	Time in Minutes	Percentage of Sample[1]
Modified	3.089	54.0
As Is	1.275	23.4
Referred	1.734	19.7
Not Found	1.572	2.0
New Input	12.307	0.9

[1]Total sample was 3991 operations.

If these values are weighted by their percentages and added together, an average number of minutes per title can be estimated. In the weighting procedure, the following assumptions were made:

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Any title that was "referred" had to go through the operation again to be "modified" and produced.

Titles which were "not found" but also not done as new input were searched again and found. These titles would be processed either "as is" or "modified" in the same proportion as the total sample.

The weighting of the time needed by the percentage of occurrence for an operation gives an overall average time of 3.129 minutes per title.

Of course, terminal activity alone does not necessarily account for all the time needed for OCLC cataloging operations. A second worklog sheet was kept to measure OCLC-related activities which took place away from the terminal, such as preparations for cataloging, processing cards, etc. The results of this study (for both cataloging and retrospective conversion) are given in Table III-I below.

TABLE III-I

OCLC CATALOGING AND RETROSPECTIVE CONVERSION

Activities Away from the Terminal

Activity	Minutes	Units in Sample
Cataloging preparation	2.925/title	2,456
Checking OCLC Cards	.234/card	8,744
Book Processing	2.902/title	2,705
Host/Guest Phone Calls	3.024/call	106
Travel Time (Guest Libraries)	13.774/trip	42
Retrospective Conversion Prep.	.776/title	1,512

The need for various activities both at the terminal and away from it varied widely from library to library depending on their cataloging procedures and whether they were a host or guest. Table III-J on the following pages gives cataloging time - both at the terminal and away - needed by each library. In this presentation, peripheral activities such as label making and printing have been dropped where they were not specifically associated with a cataloging activity. Multiple operations, such as "modify" and "printout" together,

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TABLE III-J

OCLC CATALOGING TIME

By Library

Library	As Is[1]		Modify		Refer		Not Found		Preparation		Sample Size	Minutes Per Title
	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.		
Alpha Park (P)	45.1%	2.408L	54.9%	3.554L	13.9%	5.026P	11.8%	3.671	---	---	200	4.17
Caterpillar Business (Sp)	---	---	100%	3.700L	15.5% 14.7%	1.446P 1.790	8.9%	2.673	100%	4.00	179	8.43
Dunlap (P)	19.1%	.644P	60.0% 21.0%	.721 2.270L	---	---	11.5%	2.215	---	---	117	1.29
East Peoria[2] (Sc)	9.0%	2.448	84.3% 6.7%	3.736 10.110M	3.5% 2.0%	2.750P 19.583	7.9%	4.20	---	---	298	4.87
Elmwood (P)	21.2%	1.583L	78.8%	.659L	---	---	11.1%	2.3	20.8%	.833	243	1.28
Eureka (Ac)	36.7% 23.3% 19.2%	4.262L 3.968P 2.082	13.5% 7.3%	3.612L 7.079P	100%	1.133P	3.4%	3.790	100%	4.726	211	9.88
Farmington (Sc)	76.5%	1.904	14.6% 8.9%	2.628L 2.770	3.9%	1.083	2.9%	2.928	4.9%	2.400	165	2.33
Fondulac (P)	38.4% 25.5% 6.2%	.893P 1.159L 1.180	29.9%	2.776	---	---	8.2%	1.336	39.6%	.783	369	1.96
Galva (P)	---	---	100%	3.974L	---	---	3.4%	1.708	100%	3.606	61	7.64
Henry (P)	67.2%	2.123	32.8%	2.823	---	---	10.4%	1.233	55.2%	.695	75	2.86
Illinois Prairie (P)	42.3%	2.015L	57.7%	2.568L	100%	.848P	5.6%	1.404	68.4%	6.663	332	7.82
Kewanee (P)	42.2% 9.6%	.776P .415	32.7% 14.0% 1.5%	2.416L 1.521 1.541P	1.3%	4.228	2.8%	1.313	68.9%	2.195	1106	3.00
Lillie M. Evans (P)	---	---	100%	2.689	---	---	---	---	100%	.507	25	3.20
Limestone (Sc)	---	---	51.0% 49.0%	5.948L 4.497	15.6%	4.283	---	---	100%	1.267	59	7.17

(Continued on next page)

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TABLE III-J (Continued)

OCLC CATALOGING TIME
By Library

Library	As Is[1]		Modify		Refer		Not Found		Preparation		Sample Size	Minutes Per Title
	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.		
Mackinaw (P)	57.1%	1.355	42.9%	1.497L	43.9%	1.988P	---	---	20.7%	1.046	138	2.62
Methodist[2] (Sp)	4.0%	4.617	72.2% 12.9% 10.9%	5.731L 6.504 20.110N	20.8%	2.565	13.9%	2.534	41.6%	8.929	143	11.95
Morton (P)	---	---	100%	3.196	11.9%	1.584	16.0%	2.298	100%	2.272	169	6.02
Neponset (P)	50.8%	1.789	49.2%	2.354	1.5%	.750	1.5%	1.33	---	---	67	2.10
Pekin H.S. (Sc)	91.2%	3.338	8.8%	8.398	---	---	---	---	100%	2.248	144	6.03
Pekin Public (P)	2.1%	.973	62.2% 28.2% 7.5%	2.437L 2.915P 3.077	40.1% 5.7%	2.508P .330	1.2%	1.65	83.2%	.640	355	4.15
Toulon (P)	---	---	100%	2.453	---	---	8.3%	.833	---	---	13	2.52
Washington (P)	---	---	100%	4.551	---	---	2.4%	4.117	44.2%	1.990	44	5.53
Wyoming (P)	---	---	100%	2.477	3.2%	1.883	3.2%	1.267	12.9%	2.150	34	2.86

This table shows the OCLC cataloging work done by some libraries. The categories indicate the level of work needed for certain percentages of the titles and the time needed to do that work. "AS IS" indicates that, at most, the call number and local holding code were changed; "MODIFY" indicates that further changes were made before the record was used. These two categories are seen as comprising 100% of all titles cataloged. "REFER" means that the record was not used, but was referred or set aside as a problem. Referral is considered to be added terminal time needed for a certain percentage of the titles that are later ordered either "AS IS" or "MODIFIED." "NOT FOUND" similarly represents unsuccessful searches as a percentage of total titles actually used. It is assumed that these titles were either found and produced on a later search or input by the Project office, then used. "PREPARATION" is time spent away from the terminal preparing cataloging information. Time needed for all of the last three categories is weighted by the percent of occurrence and added into the average time needed in the first two categories to get the final "MINUTES PER TITLE."

[1]The letter notations indicate whether labels were produced (L) or printouts were made (P).

[2]For these two libraries, there was a significant amount of original input. This has been added to the "MODIFY" column with the notation "N" for new.

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have been merged with the general type of cataloging, e.g., "Modify." For each library, also, the percentage of their total terminal cataloging activity used in a particular type of operation is also given. The last column on this table represents an estimated time per title per library based on a weighted average of the terminal operations in various categories and the preparation time (if any). A few libraries have been omitted in this table because too few operations were reported to provide reliable data.

As with the results for pre-OCLC cataloging, the time needed per title for OCLC operations can be analyzed from several points of view. Table III-K gives an arrangement of the figures in several different groupings.

TABLE III-K

OCLC CATALOGING TIME

Comparison Among Libraries by Various Factors

Group	Minutes Per Title		
	Range	Median	Mean
Total Sample (23)	11.95-1.28	4.15	4.77
Academic & Special Libraries (3)	11.95-8.43	9.88	10.09
School Libraries (4)	7.17-2.33	4.87	5.10
Public Libraries Serving 5,000+ Population (7)	7.82-1.96	4.17	4.66
Public Libraries Serving less than 5,000 Pop. (9)	7.64-1.28	2.62	2.93
Libraries with In-House Terminal (13)	11.95-1.28	4.17	4.89
Guest Libraries (10)	8.43-2.10	[illegible]	4.61

Some general observations can be made. The two special libraries and the single academic library in the sample were the top three in terms of minutes per title. Only one of these libraries did any significant amount of original cataloging during the study, but the other two do employ professional catalogers which may mean more careful editing before cards are produced. Of

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the four school libraries, three fell above the median for the group as a whole, but the size of the library did not seem to have any affect on ranking within the group.

Larger public libraries (based on population served) fell with five on or at the median for the whole group, while two fell below it. Within the subgroup, however, there is no discernable relationship between size or staffing patterns and ranking. Similarly there is no pattern to ranking among the smaller public libraries, but all but one of them fall below the group median. From this it seems clear that, in general terms, academic, special, school and large public libraries tend to need more time per title for OCLC cataloging, whereas smaller public libraries tend to need less. This may indicate that doing less cataloging at the terminal does not adversely affect the speed with which editing can be done.

The other factor, besides size and type, which might be important in determining cataloging time is whether or not there is an in-house terminal. The distribution for this factor showed slightly more than half the libraries with in-house terminals and slightly less than half the guest libraries above the median for the whole group. This factor cannot be shown to have had a great deal of influence on cataloging time.

Study Results
Retrospective Conversion Activities

As part of the Project, each library was required to use the OCLC retrospective conversion capabilities to add their holdings symbol to the OCLC records for all titles in their libraries published in 1975 and later. In many of the libraries, this activity was taking place during the worklog study of OCLC activities. Table III-L gives a report on this activity similar to Table III-F for cataloging. As with cataloging, the updating process was

subdivided according to how much editing was done at the terminal and by whether or not printouts were made. The operations in the table are ordered by the frequency of their use in the sample.

TABLE III-L

OCLC RETROSPECTIVE CONVERSION

Time and Salary Costs for Terminal Activities

Average for All Libraries

Operation	Time in Minutes	Salary[1] Cost	Number	Percentage[2] of Sample
As Is	1.284	$ .140	3019	38.2%
Modified	1.912	.223	1967	24.9%
No Action Recorded	.862	.078	1468	18.6%
Modified, Referred	3.206	.448	458	5.8%
Modified, Printout	1.694	.143	401	5.0%
Not Found	1.204	.143	350	4.4%
Referred	2.283	.223	134	1.7%
Various Other Operations	—	—	109	1.4%

[1]Salary cost is based on the 1980 salary rates of persons doing the work in each library.

[2]The total sample for retrospective conversion was 7906 operations. Activities with 1% or less of the sample are given in the last line. Collectively they accounted for 1.4% of the sample.

A weighted average of the times can be calculated under the same assumptions made for cataloging. "Referred" items are assumed to return to be modified in a second operation and "not found" items are presumably searched again later and found, or input by Project staff. An average time calculated proportionally on this basis is 1.718 minutes per title.

Table III-M, on the next page, presents the retrospective conversion times broken out for those libraries where there was sufficient data. Preparation time is added where applicable from the worklog on OCLC-related activities (see Table III-I).

TABLE III-M

OCLC RETROSPECTIVE CONVERSION TIME

By Library

Library	As Is		Modify		Refer		Not Found		Preparation		Sample	Minutes
	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.	Size	Per Title
Alpha Park (P)	63.4%	1.629	36.6%	1.78	.9%	2.04	12.6%	1.094	19.5%	.775	353	1.99
Black Hawk (Ac)	27.6%	.463	72.4%	1.424	8.6%	1.765	---	---	---	---	493	1.31
Bradford (P)	---	---	100%	2.895	---	---	3.7%	1.944	12.4%	.492	84	3.03
Caterpillar Bus. (Sp)	64.9%	2.227	35.1%	2.255	---	---	23.8%	1.912	12.2%	2.659	481	3.02
Farmington (Sc)	45.6%	1.077	54.4%	1.342	17.2%	2.255	---	---	---	---	244	1.61
Fondulac (P)	68.2%	.910	31.8%	1.200	---	---	12.7%	.501	---	---	1194	1.07
Illinois Prairie (P)	91.1%	1.188	8.9%	2.114	---	---	7.6%	1.071	100%	.750	93	2.10
Kewanee (P)	97.2%	1.615	2.8%	2.077	3.3%	1.006	3.9%	1.086	---	---	192	1.70
Limestone (Sc)	60.4%	1.058	39.6%	3.131	61.6%	3.773	---	---	100%	.212	926	4.41
Morton (P)	---	---	100%	1.629	---	---	---	---	---	---	360	1.63
Pekin H.S. (Sc)	100%	1.526	---	---	3.2%	1.278	10.7%	2.344	---	---	424	1.82
Pekin Public (P)	69.5%	1.297	30.5%	1.694	---	---	4.6%	1.910	45.3%	.454	1491	1.71
Peoria Public (P)	100%	.709	---	---	---	---	2.6%	2.638	---	---	1184	.78
Washington (P)	---	---	100%	2.127	---	---	.9%	2.375	7.6%	1.455	224	2.26

This table shows the retrospective conversion work done by some libraries. The categories indicate the level of work needed for certain percentages of the titles and the time needed to do that work. "AS IS" indicates that, at most, the call number and local holding code were changed; "MODIFY" indicates that further changes were made before the record was used. These two categories are seen as comprising 100% of all titles converted. "REFER" means that the record was not used, but was referred or set aside as a problem. Referral is considered to be added terminal time needed for a certain percentage of the titles that are later input either "AS IS" or "MODIFIED." "NOT FOUND" similarly represents unsuccessful searches as a percentage of total titles actually used. It is assumed that these titles were either found and updated on a later search or input by the Project office, then used by the library. "PREPARATION" is time spent away from the terminal preparing shelf list cards or retrieving books. Time needed for all of the last three categories is weighted by the percent of occurrence and added into the average time needed in the first two categories to get the final "MINUTES PER TITLE."

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Study Results
Miscellaneous Activities

Besides cataloging and retrospective conversion, libraries used the terminal for miscellaneous searches and for printing acquisitions slips. The miscellaneous activities were designated as "other" on the worklogs and accounted for 692 of the operations reported. The one outstanding characteristic of these uses was the high percentage (24.5%) of them that were "not found." Presumably these represented reference searches for materials where citations were unclear or incomplete. Data from these other uses is given in Table III-N below.

TABLE III-N

OCLC MISCELLANEOUS ACTIVITIES

Time and Salary Costs[1] for All Libraries

Operation	Time in Minutes	Salary Cost	Number	Percentage[2] of Sample
Unspecified "other"	1.508	$ .155	181	26.1%
Not Found	2.509	.242	170	24.5%
"Other", used as is	1.533	.105	87	12.6%
Printout	1.232	.110	78	11.3%
Refer	3.804	.534	49	7.1%
Modified	2.879	.338	38	5.5%
Modified, printout	2.665	.139	24	3.5%
Refer, printout	2.474	.570	12	1.7%
Labels	3.087	.392	9	1.3%
Various other operations	—	—	44	6.4%

Besides cataloging and retrospective conversion, the terminals were used for reference questions, verification and other miscellaneous activities. This table reports the results of the worklog study in regard to those activities.

[1]Salary cost is based on the 1980 salary rates of persons doing the work in each library.

[2]The total sample for miscellaneous activities was 692 operations. Operations with less than 1% of the sample are grouped as "various other operations." Collectively they account for 6.4% of the sample.

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Many of the Project libraries used the terminal occasionally to verify materials before placing an order. Two libraries, however, used the terminal and printer to produce all their order slips. OCLC records were retrieved, edited down to ordering information and printed on two-ply 3 X 5 slips. One copy of the slip was stamped with the library's name and sent to the vendor while the other was retained in an on-order file. The information printed included ISBN, OCLC number, author, title, imprint and any special order instructions. The data gathered on this acquisitions use of the terminal is summarized in Table III-O below.

TABLE III-O

USE OF OCLC TO PRINT ACQUISITION SLIPS

	Range	Median	Mean
Minutes per title			
To edit and print	2.403 - .631	1.332	1.819
For "Not Found" items (3%)	4.825 - .8667	2.817	2.260
Cost per title			
To edit and print	$.132 - $.035	$.0728	$.107
For "Not Found" items	$.309 - $.070	$.180	$.186

This data is from the OCLC worklogs of Kewanee and Pekin Public Libraries. total sample was 233 operations (titles) of which 7 or 3% were not found on the data base. For these titles, order information was typed on the screen then printed on the order slip.

Additional Time and Cost Factors for OCLC Cataloging

One of the additional factors in using OCLC, whether for cataloging or interlibrary loan, is the amount of down time or periods of slow response time that affect productivity.

There was no attempt in the worklog study to measure the total down time of the OCLC terminals during test periods. Participants were, however, asked to note on the report sheets when they encountered special problems. Some of the problems noted related to the nature of the material rather than terminal

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problems, with notes such as "long author search," "5 volume, multiple label sets" to explain unusually long times.

By far the most common comment relating to machine problems was "slow," presumably referring to response time. Many of these notations, however, appeared after times of one to two minutes, which were only a few seconds slower than similar operations reported on the same sheet. In other cases, "slow" meant about five to eight minutes for an operation. In a few cases the time went as high as ten to fifteen minutes with two incidents of over 20 minutes.

In twenty-eight cases libraries reported that the terminal was not "polling," that is, there there was no communication between their terminal and the OCLC computer. In twenty other cases they reported that the terminal was "down," which could mean a lack of communication or other terminal or computer problems which prevent use of the system. Combining down time with notes that indicated that the person stopped using the terminal because of slow response or other problems, the terminal was deemed unusable twenty-seven times during the test period over all libraries.

Other categories of problems noted were "keyboard locked" (20), "retry in 30 minutes" (4), "retry momentarily" (3) and "please stand by" (2).

In many cases where lack of polling, slow polling or slow response time was noted, the time required for the operation was recorded as well. In some cases, this was clearly the time until the operator decided to give up. In others, it is not clear whether the operation was completed or abandoned. These times were all used in the data analysis according to the operation involved, so the average times given in this report include slow response times and a few uncompleted operations as well as successful uses. OCLC has reported improvements in system stabilization, response time and availability since the time this study was done.

For most pre-OCLC cataloging, libraries did not need to acquire or maintain special equipment. OCLC cataloging, however requires not only an initial investment, but also on-going terminal maintenance and use fees. The amount of these fees and a provision for amortizing the cost of the terminal over a ten year period should be added to other OCLC costs to give a complete picture of expenses.

In the ILLINET network, the cost to maintain one terminal and modem for one year is currently $1404. This cost plus terminal amortization at $370 per year has been allocated to each library in a terminal-sharing cluster according to the proportion of the total terminal time used by all cluster libraries which is used by that library for cataloging. The resulting amount is then divided by the number of titles cataloged in that time by the library to get a per title cost for these background expenses. Table III-P on the next page gives these amounts for the Project libraries covered in this report.

These costs, as well as the costs to guest libraries for clustering, vary widely depending on the current cluster arrangement. For that reason they are not included as an integral part of OCLC costs in the following section, but are given in a supplemental manner.

One cost of OCLC that is constant for each library regardless of cluster arrangements is the per title charge. For ILLINET members this fee currently consists of $1.46 (OCLC charge) plus $.75 (telecommunications charge) plus $.0455 times the number of cards ordered. The average total charge has been computed for each library and figured into OCLC costs on tables in the following section.

TABLE III-F

Distributed Costs for OCLC Terminal Fees

Library	% of Total Terminal Time For Cataloging	Cost in Terminal Fees Per Title	Cost of Terminal Amortization Per Title
Alpha Park	22.5%	$ .139	$.036
Caterpillar Business	16.0%	.165	.043
Caterpillar Technical	20.1%	1.034	.272
Dunlap	10.6%	.109	.029
East Peoria	29.7%	.127	.033
Elmwood	46.1%	.227	.060
Bureau	27.9%	.146	.039
Farmington	16.7%	.175	.046
Fondulac	18.0%	.057	.015
Galva	7.4%	.135	.036
Henry	21.7%	.442	.117
Illinois Prairie	25.1%	.085	.022
Kewanee	49.5%	.050	.013
Lillie M. Evans	5.2%	.225	.059
Limestone	13.3%	.243	.064
Mackinaw	8.1%	.063	.017
Mason	10.2%	.136	.036
Methodist	42.0%	.375	.099
Morton	27.9%	.200	.053
Naponset	4.0%	.072	.019
Pekin High School	15.3%	.186	.049
Pekin Public	31.2%	.096	.025
Toulon	4.0%	.072	.019
Washington	11.2%	.275	.072
Wyoming	6.5%	.213	.056

For each group of libraries sharing a terminal, each library's total cataloging time was measured against the total terminal time used during the test period. This percentage of time was multiplied by the annual costs for upkeep on a terminal/modem installation in Illinois (currently $1404) to find the terminal costs that should be allocated to cataloging use. This in turn was divided by the average number of titles cataloged per year to determine the cost per title for terminal fees. Retrospective conversion and public access uses were not included in determining terminal time used. These are seen as temporary or peripheral activities, not the purposes for which the terminal is maintained.

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COMPARISON OF OCLC AND PRE-OCLC CATALOGING

Any comparison of the Project data for pre-OCLC and OCLC costs can only be made very tentatively. As was explained earlier in this report, the data for pre-OCLC costs was not gathered, except in four cases, in a very reliable manner. Also, with non-OCLC cataloging the worker has more control over the speed of the job — cards can be typed faster for the short period of test, classification numbers and subject headings can be assigned quickly rather than given a lot of thought. This may reflect how things are usually done, but it may, intentionally or unintentionally, be speeded up in a testing situation.

With OCLC, on the other hand, a significant portion of the time spent at the terminal depends on the response time and printer speed. Such factors cannot be speeded up by the operator. Data on OCLC cataloging times, then, should be more accurate because of the care taken with the study, the large amount of data gathered and the relatively smaller degree of control the worker has on the outcome. With these reservations in mind, Table III-Q on the next page is a comparison of the time and costs of pre-OCLC and OCLC cataloging.

In all comparisons, it must be kept in mind that the pre-OCLC cataloging data probably underestimates time and cost. Thus, any advantage in time or cost per title that are realized by implementing OCLC is probably even greater than it seems from these statistics. This generalization is supported by the results of a questionnaire completed by directors at the end of the Project. When asked whether OCLC cataloging took more or less time than previous methods, seventeen or 74% answered less and five or 22% felt the time was about the same (See Report No. 4).

TABLE III-Q

COMPARISON OF PRE-OCLC AND OCLC CATALOGING COSTS

Library	Pre-OCLC Cataloging			OCLC Cataloging			Comparative[3]	Comparative[3]	Comparative[3]	Comparative[3]
	Min.	Salary[1] Cost	Other Cost	Min.	Salary[1] Cost	Other[2] Cost	Time	Salary Cost	Salary Rate	Total Cost
Alpha Park (P)	3.96	$ .580	$.226	4.17	$ .287	$2.41	+ 0.21	- .293	$+4.66/hr.	$+1.89
Caterpillar Business (Sp)	19.40	3.84	.02	8.43	1.012	2.57	-10.97	-2.828	-4.67/hr.	- .28
Dunlap (P)	13.77	1.089	.02	1.29	.158	2.45	-12.48	- .931	+2.60/hr.	+1.50
East Peoria (Sc)	14.56	2.918	.089	4.87	.507	3.02	- 9.69	-2.411	-5.78/hr.	+ .52
Farmington (SC)	7.57	1.041	.618	2.33	.341	2.64	- 5.24	- .700	+0.53/hr.	+1.32
Fondulac (P)	7.30	.431	.02	1.96	.138	2.42	- 5.34	- .293	+0.68/hr.	+2.11
Galva	8.94	.567	.02	7.64	.444	2.43	- 1.30	- .123	-0.32/hr.	+2.29
Henry (P)	6.61	.437	.02	2.86	.197	2.40	- 3.75	- .240	+0.17/hr.	+2.14
Illinois Prairie (P)	5.90	.484	.02	7.82	.456	2.41	+ 1.92	- .03	-1.42/hr.	+2.36
Kewanee (P)	7.57	.640	.21	3.00	.282	2.44	- 4.57	- .358	+0.57/hr.	+1.87
Lillie M. Evans (P)	15.84	.901	.02	3.20	.249	2.43	-12.64	- .652	+1.26/hr.	+1.76
Limestone (Sc)	5.48	.607	.35	7.17	.884	2.45	+ 1.69	+ .277	+0.75/hr.	+2.18
Mackinaw (P)	7.00	.385	.522	2.62	.134	2.45	- 4.28	- .251	-0.23/hr.	+1.68
Morton (P)	3.20	.451	.52	6.02	.650	2.41	+ 2.82	+ .199	-1.98/hr.	+2.09
Neponset (P)	7.08	.386	.25	2.10	.117	2.39	- 4.98	- .269	+0.07/hr.	+1.87
Pekin H.S. (Sc)	8.07	1.166	.708	6.03	.360	2.52	- 2.04	- .806	-5.09/hr.	+1.01
Pekin Public (P)	5.18	.501	.465	4.15	.337	2.44	- 1.03	- .164	-0.93/hr.	+1.81
Toulon (P)	8.50	.467	.02	2.52	.139	2.44	- 5.98	- .328	+0.01/hr.	+2.09
Washington (P)	5.71	.547	.17	5.53	.505	2.48	- 0.18	- .042	-0.27/hr.	+2.27
Wyoming (P)	8.51	.492	.02	2.86	.340	2.44	- 5.65	- .152	+3.66/hr.	+2.27

[1]Salaries are based on 1980 salary rates. Figures do not include travel time or similar factors for guest libraries. See later tables in this report.

[2]OCLC costs in Illinois at the time of this report are made up of:

$1.46 First Time use
.75 Distributed telecommunications cost per FTU
.0455 per card

Card costs are added to each libary's figures based on actual usage during the Project. General costs for terminal maintenance, service fees and modem charges are not averaged in here since they would vary widely depending on the size of the terminal-sharing group.

[3]For comparative figures, a positive amount shows that OCLC figures exceed pre-OCLC figures and negative amount indicates that OCLC figures are lower than pre-OCLC figures.

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Staff Time

One of the major advantages of OCLC use for cataloging for most libraries in the country is the reduction of the staff time needed for this operation. This is especially true in libraries which formerly had large amounts of time-consuming original cataloging which, with OCLC, can be replaced to some extent by a high hit rate in a shared data base. It is also true of the libraries in this Project, although the amount of original cataloging needed prior to OCLC was small because of the nature of the collections and the use of vendor cards and CIP. The following table compares the number of minutes per title needed in both cataloging situations.

TABLE III-R

COMPARISON OF OCLC AND PRE-OCLC CATALOGING
Minutes Per Title

Library	Type	Population Served	In-House Terminal	Time Difference in Minutes Per Title	Per Title Travel Time for Guests
Lillie M. Evans	P	1,700		-12.64	+2.31
Dunlap	P	4,700	T	-12.48	
Caterpillar Business	Sp	—		-10.97	+ .12
East Peoria	Sc	2,500 st.	T	- 9.67	
Toulon	P	1,400		- 5.98	
Wyoming	P	1,600		- 5.65	
Fondulac	P	13,500	T	- 5.34	
Farmington	Sc	1,600 st.	T	- 5.24	+ .78
Neponset	P	1,000		- 4.98	+ .23
Kewanee	P	16,400	T	- 4.57	
Mackinaw	P	2,800		- 4.28	
Henry	P	2,700		- 3.75	+ .77
Pekin High School	Sc	2,800 st.	T	- 2.04	+ .35
Galva	P	3,700		- 1.30	+ .85
Pekin Public	P	34,000	T	- 1.03	
Washington	P	20,000	T	- .18	
Alpha Park	P	21,800	T	+ .21	
Limestone	Sc	1,350 st.	T	+ 1.69	+ .36
Illinois Prairie	P	18,000		+ 1.92	
Morton	P	14,200		+ 2.82	

Median = -4.42
Mean = -4.173

P = Public Library
Sc = School Library
Sp = Special Library

This table compares minutes per title for pre-OCLC cataloging and OCLC cataloging, giving libraries with the greatest time savings first. Negative amounts in the 5th column indicate a savings in time through the use of OCLC. Positive amounts indicate more staff time needed for OCLC use. A "T" in the fourth column indicates that there was a terminal in-house during the test period. Due to the Public Access Terminal program, some libraries that were normally guests had a terminal in-house during all or most of the test period. Per-title travel time for guest libraries is given where applicable, but is not added in to the comparative figures.

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From this comparison it appears that most, if not all of the libraries saved time through the use of OCLC. Even the travel time for guest libraries, if prorated on a per title basis, does not offset the gains in most cases. In general greater time savings were realized by smaller public libraries. Of these serving less than 5,000 population, five are above the median, and the three remaining are above the first quartile. These libraries averaged a savings of 6.38 min./title. Larger public libraries gained much less in terms of time, averaging only a .88 min./title gain. The two libraries in this group that fell above the median may have improved their cataloging time chiefly because the implementation of OCLC coincided with major changes in cataloging procedures or in staff composition.

The single special library with comparative data was one of the greatest gainers from OCLC use. Of the school libraries, all but one saved time in cataloging, and the more separate collections they served, the more time they saved. The East Peoria School District processing center catalogs materials for ten buildings, Farmington for five, Pekin Community High School for four collections and Limestone for only a single collection.

For those four libraries which do not appear to be saving time, the directors' responses to the end-of-Project surveys is interesting. Alpha Park felt that OCLC cataloging took more staff time; Limestone that it took less; Illinois Prairie that it was about the same. The director at Morton commented that OCLC took more time compared to using vendor cards, but less compared to in-house typing. These judgments based on the directors' observations tend to confirm the data.

Salary Costs

Another dimension for comparison of OCLC and pre-OCLC cataloging is the salary costs shown in Table III-S below.

TABLE III-S

COMPARISON OF OCLC AND PRE-OCLC CATALOGING
Salary Costs Per Title

Library	Type	Pop. Served	In-House Terminal	Salary Difference in $/Title	Per Title Travel Costs for Guests
Caterpillar Business	Sp	—		$-2.828	
East Peoria	Sc	2,500 st.	T	-2.410	
Dunlap	P	4,700	T	- .931	
Pekin High School	Sc	2,800 st.	T	- .806	$+.022
Farmington	Sc	1,600 st.	T	- .700	+.113
Lillie M. Evans	P	1,700		- .652	+.180
Kewanee	P	16,400	T	- .358	
Toulon	P	1,400		- .328	
Neponset	P	1,000		- .296	+.008
Alpha Park	P	21,800	T	- .293	
Fondulac	P	13,500	T	- .293	
Mackinaw	P	2,800		- .251	
Henry	P	2,700		- .240	+.051
Pekin Public	P	34,000	T	- .164	
Wyoming	P	1,600		- .152	
Galva	P	3,700		- .123	+.049
Washington	P	20,000	T	- .042	
Illinois Prairie	P	18,000		- .030	
Morton	P	14,200		+ .199	
Limestone	Sc	1,350 st.	T	+ .277	

Median = $-.293
Mean = -.521

P = Public Library
Sc = School Library
Sp = Special Library

In the comparison of per title salary costs between OCLC and pre-OCLC cataloging (column 5) the negative numbers represent a savings of salary dollars through OCLC use. Libraries are ranked by the amount of savings. Terminal availability in-house does not entirely coincide with guest status because of the presence of public access terminals in schools during the period of the study.

In terms of salary costs, school and special libraries clearly save the most because of their relatively higher salaries. Of the schools, only Limestone, the school with a single collection, paid more in salary to catalog with OCLC than before OCLC. As with the previous table, the larger public libraries tend to fall toward the bottom of the scale, saving less or actually losing salary money from the change. The smaller public libraries fall evenly above and below the median.

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The availability of a terminal in-house during the test period seems to have had a somewhat positive influence on savings in salary costs. One reason for this may be that terminal availability leads to more flexible use of staff, allowing some operations such as searching to be done by staff members lower on the salary scale.

Staffing Levels

The effect of OCLC on the level of staff used for cataloging can be seen in Table III-T which compares OCLC and pre-OCLC staff levels in terms of per-hour salary rates.

TABLE III-T

COMPARISON OF OCLC AND PRE-OCLC CATALOGING
Salary Rates

Library	Type	Pop. Served	In-House Terminal	Difference in Salary Rate
East Peoria	Sc	2,500 st.	T	$-5.78/hr.
Pekin High School	Sc	2,800 st.	T	-5.09/hr.
Caterpillar Business	Sp	—		-4.67/hr.
Alpha Park	P	21,800	T	-4.66/hr.
Illinois Prairie	P	18,000		-1.42/hr.
Morton	P	14,200		-1.98/hr.
Galva	P	3,700		- .32/hr.
Washington	P	20,000	T	- .27/hr.
Mackinaw	P	2,800		- .23/hr.
Toulon	P	1,400		+ .01/hr.
Neponset	P	1,000		+ .07/hr.
Henry	P	2,700		+ .17/hr.
Farmington	Sc	1,600 st.	T	+ .53/hr.
Kewanee	P	16,400	T	+ .57/hr.
Fondulac	P	13,500	T	+ .68/hr.
Limestone	Sc	1,350 st.	T	+ .75/hr.
Pekin Public	P	34,000	T	+ .93/hr.
Lillie M. Evans	P	1,700		+1.26/hr.
Dunlap	P	4,700	T	+2.60/hr.
Wyoming	P	1,600		+3.66/hr.

Median = $+.04
Mean = $-.66

P = Public Library
Sc = School Library
Sp = Special Library

The comparative figure in this table was calculated as follows:

$$\frac{\text{OCLC Salary \$ per title}}{\text{OCLC minutes per title}} \times 60 - \frac{\text{Pre-OCLC Salary \$ per title}}{\text{Pre-OCLC minutes per title}} \times 60$$

Negative figures indicate that the average OCLC salary rate is lower than the pre-OCLC salary rate. All salary figures used in study calculations were the 1980 rates, even though some studies were completed in 1981. Figures therefore do not reflect interim raises. However, if a new staff member was hired after 1980, his or her beginning salary rate was used.

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One of the first things one can see in this table is that some libraries that were at or near the bottom of the previous table have moved near the top here (Alpha Park, Illinois Prairie, Morton, Galva, Washington). Two others that were at the top of tables III-R and III-S are now near the bottom (Dunlap, Lillie M. Evans). This indicates that the larger public libraries that were not saving much, if anything, in terms of salary cost or minutes per title, have, however, shifted the work to staff members at lower pay levels. The same is true, even more dramatically for the two larger schools and the special library. Presumably, the larger staff or greater variation in staff pay levels allows this movement of the work load. In the smaller libraries with limited staffs, this is not possible. Indeed, in these smaller libraries either the same staff member did the work in both OCLC and pre-OCLC cataloging or the work was shifted upward in the staff hierarchy. This is what happened, for instance at Lillie M. Evans. In pre-OCLC cataloging, decisions were made by the library director but cards were typed by other staff members. With OCLC, all work was done on trips to the host library, which were made chiefly by the director.

Another factor in staff salary levels is turnover. In some of the libraries near the bottom of the scale, the implementation of OCLC coincided with, although it did not cause, staff changes. Aware of the possible need for greater expertise, the libraries in this situation (Kewanee, Dunlap) filled the positions with people with previous OCLC experience who commanded higher salaries. Because of their experience, OCLC work tended to be done by the new staff member. The case of Wyoming, which had the most extreme change in staff levels, there was a similar cause. Before OCLC, Wyoming's cataloging was done in-house. During the Project, it was done by the librarian at Dunlap who, although she took much less time (-5.65 minutes) was in a much higher salary bracket.

As a general rule, however, Table III-T shows that, where sufficient staff exists, the implementation of OCLC in libraries such as those in the Project can result in a shift of cataloging work to staff members at lower pay levels. Where there is less staff to choose from, OCLC tends to have no effect on the staffing level or to move cataloging work upwards. This last tendency may be more likely when a library is using a guest mode which requires that all terminal work be done by one staff member rather than spread to appropriate levels (see Report No. 5).

Costs

In the three comparisons above - time, salary cost and salary rate - it seems that most libraries benefit in some way from the implementation of OCLC. Either they are using less staff time and/or they are using less expensive staff time, freeing more highly qualified staff for other activities. However, although the payoff of OCLC use may be staff time, the cost is in the unit charges and terminal maintenance expenses. When these are added into the comparison, a different picture emerges, as can be seen in Table III-U on the next page.

The only library that clearly has less expensive cataloging with OCLC is the special library. For other libraries, particularly those near the bottom of the scale, it is likely that OCLC is costing them more overall than pre-OCLC cataloging. Because of the unreliable nature of the pre-OCLC tests which probably understated those costs, it is hard to say whether libraries at the top end of the scale are really paying more or not.

Three of the four schools have lower compative costs than the other libraries. The pre-OCLC data for these libraries was gathered in a worklog study and is probably fairly reliable. It is interesting that these three schools all have multiple collections, whereas the school where OCLC is most

TABLE III-U

COMPARISON OF OCLC AND PRE-OCLC CATALOGING
Costs

Library	Type	Pop. Served	In-House Terminal	Cost Difference Per Title	Other Per Title Costs: Cost of Terminal Fees	Other Per Title Costs: Cost for Terminal Amortization	Other Per Title Costs: Travel Expenses for Guest Libraries
Caterpillar Business	Sp	---		$- .28	$+.178	$+.043	$+.008
East Peoria	Sc	2,500 st.	T	+ .32	+.137	+.033	+.005
Pekin High School	Sc	2,800 st.	T	+1.01	+.186	+.049	+.049
Farmington	Sc	1,600 st.	T	+1.32	+.175	+.046	+.169
Dunlap	P	4,700	T	+1.50	+.109	+.029	---
Mackinaw	P	2,800		+1.68	+.063	+.017	---
Lillie M. Evans	P	1,700		+1.76	+.225	+.059	+.324
Pekin Public	P	34,000	T	+1.81	+.096	+.025	---
Kewanee	P	16,400	T	+1.87	+.050	+.013	---
Weponset	P	1,000		+1.87	+.072	+.019	+.101
Alpha Park	P	21,800	T	+1.89	+.139	+.036	---
Morton	P	14,200		+2.09	+.200	+.053	+.095
Toulon	P	1,400		+2.09	+.072	+.019	+.192
Fondulac	P	13,500	T	+2.11	+.057	+.050	---
Henry	P	2,700		+2.14	+.442	+.117	+.126
Limestone	Sc	1,350 st.		+2.18	+.243	+.064	+.055
Washington	P	20,000	T	+2.27	+.275	+.072	---
Wyoming	P	1,600		+2.27	+.213	+.056	---
Calvs	P	3,700		+2.29	+.135	+.036	+.241
Illinois Prairie	P	18,000		+2.36	+.085	+.022	---

Median = $1.88
Mean = $1.74

P = Public Library
Sc = School Library
Sp = Special Library

Comparisons of total costs for OCLC and pre-OCLC cataloging are given so a negative value indicates that OCLC is less expensive and a positive value indicates it is more expensive. Libraries are listed in order by the comparative cost (column 5). Additional per title costs are not included in the fifth column total but are listed separately. These costs would vary widely depending on the cluster arrangement. Costs for guests to travel includes staff time for traveling and gas expenses at a reimbursement rate of $.20 per mile. Although not all libraries could reimburse these expenses, they are figured in where they should apply. Guest libraries without figures in this column had arrangements that did not involve staff travel (see report no. 5).

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expensive, compared to its previous cataloging method, has only a single collection and the smallest staff.

The smaller public libraries (serving less than 5,000 population) fall evenly on either side of the median and have an average cost differential of $1.95. The larger public libraries (5,000 plus population) fall two above and five below the midpoint. Their average cost differential per title is $2.06 - not a great deal more than for the smaller libraries.

The other cost factors given in this table are not added in to the general comparison figure. These figures vary greatly depending on the number of libraries sharing a terminal, the amount of work they do jointly and individually and the distance from guest to host library. They reflect cost factors that existed during the Project but which changed afterwards as clusters broke up and reformed.

Of the libraries represented in this table, six decided not to continue using OCLC after the Project ended — that is, when they would need to pay all OCLC fees themselves. These were Alpha Park, Galva, Henry, Neponset, Toulon and Wyoming. All but one of them served populations under 5,000 and all but one fell below the midpoint in the cost comparison above. Of the four other public libraries that fell below the midpoint and yet continued using OCLC, all were serving larger populations and had, perhaps, access to greater monetary resources and flexibility in their use. The guest status of most of the noncontinuing libraries and the likelihood that that status would continue after the project might also have influenced their decision since being a guest does entail added hassles and expenses.

Benefits of OCLC Use

All but one of the libraries (Neponset) above the midpoint on Table III-T decided to continue using OCLC on their own, regardless of size. Since

all but one of the continuing libraries probably faced increased expenses, the positive aspects of OCLC cataloging and other benefits must have been strongly felt. These have, in part, been outlined in the previous tables on salary and time comparisons. Other advantages are more intangible.

Chief among these are the other uses of the OCLC system - interlibrary loan and resource sharing. This will be dealt with in detail in the seventh report of this series. For now it need only be mentioned that, in interviews with library directors at the end of the Project, twenty-seven out of twenty-nine directors (93%) named interlibrary loan as a benefit of OCLC use. In comparison, twenty-five of the twenty-nine (86%) named cataloging. This practically universal feeling that OCLC improves patron services through interlibrary loan is a strong point to balance the higher cost of OCLC cataloging.

Within the cataloging subsystem itself, however, there are other factors besides cost and staff time to be considered. Most libraries increased the number of access points to their collections through OCLC use. Where cards do not need to be individually typed and where subject headings and added entries already exist on the record, there is a greater likelihood these access points will be used. The ease of adding headings may also have encouraged increased use of subject headings.

A comparison of the in-house cataloging done for the pre-OCLC tests and OCLC cataloging later in the Project showed that there were an average of 6.4% more added entries and 67.2% more subject entries on the OCLC cataloging. The increase in subject access was the most pronounced, and ranged from 8.6% to 300% in the various libraries studied.

There was also a strong perception by 88% of the directors, expressed in the Project interviews, that the quality of cataloging had improved. This meant more information on the cards for staff and patron use — a fuller

record which includes contents and summaries. At an even more basic level, a comparison of pre-OCLC cataloging done in-house with the OCLC records for the titles showed fewer typos on OCLC. Using OCLC also made the cards more consistant in the choice and form of entry. As one director commented, "OCLC is a good way for us to upgrade our cataloging without upsetting staff members."

Staff development through OCLC use was also a factor. Job satisfaction was perceived as increasing and the image of the library was improved in the eyes of the public and the staff. The fears that the new technology would be too difficult, which several librarians felt before the Project, did not prove justified. When asked, at the end of the Project, about the display format of OCLC cataloging records, ten directors said it was very clear, and twelve that it was fairly understandabl . No director felt that using the terminal was too complicated. Moreover, using the shared cataloging data base, occasionally contributing to it and especially having the opportunity to loan materials to other libraries gave many staff members a feeling of being in touch with the larger library community. (See Report No. 4 for detailed results of attitude studies.)

One factor in OCLC cataloging use which was not always positive was the turnaround time needed to get cards. For many OCLC libraries one of the chief advantages of OCLC is faster turnaround from the time the book arrives to when cards are received. That was not always true in the Project libraries, but where it was, it served as a very strong argument in favor of OCLC cataloging. Of 24 directors, eleven (46%) felt cards were available faster than previously, seven (29%) felt they were slower in arriving, and six (25%) felt both methods were about the same. None of the directors that decided not to continue felt that cards were available from OCLC in less time than it took before OCLC.

This data on cataloging, sketchy and tentative as it is, does seem to show that, although OCLC cataloging costs more than other methods for small and medium-sized public and school libraries, there can be substantial payoffs in terms of staff time saved. In addition to saving time, the data indicate that about half the libraries, particularly school and medium-sized public libraries, can shift some of the cataloging work to less expensive staff members, freeing the more highly trained staff for public service. Almost all libraries gain in the amount of cataloging information, and some experience decreased turnaround time. These advantages along with other intangible benefits and the interlibrary loan and other uses of OCLC have led twenty-two of the twenty-nine Project libraries to continue using OCLC despite its higher costs.

APPENDIX A

Statistical Information on Project Libraries

and

Map of Illinois Valley Library System

TABLE I-A

Partial Participants in the OCLC Project

Library	Type	Population Served	Staff[1] (MLS)	Volumes	Annual Acq	Annual[2] ILL
Bradley University Library	Acad	300fac/5,600st	35 (9)	290,000[3]	11,000	3,000
Illinois Central College LRC	Acad	200fac/6,400st	20 (6)	70,500	2,400	250
Peoria Heights Public Library	Public	8,200 pop	6 (1)	35,100	1,900	465
Spoon River College LRC	Acad.	40fac/1,200st	6 (3)	33,900	2,700	470

[1]Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.
[2]Annual ILL includes all requests sent, whether over OCLC or by other means.
[3]Does not include microforms, AV or government documents.

TABLE I-B

Academic Library Full Participants in the OCLC Project

Library	Students[1]	Faculty[1]	Staff[1] (MLS)	Volumes	Annual[2] Acq	Annual[3] ILL
Black Hawk College LRC	900	28	5 (2)	15,000	400	50
Eureka College Library	435	37	8.5 (3)	65,000	1,100	500

[1]Student, faculty and library staff size is given in FTE. The number of staff members having MLS degrees is given in parentheses.
[2]Annual acquisitions are given for the current year.
[3]Annual ILL is given for 1980, before extensive library use of the OCLC subsystem. Such requests were usually processed by IVLS.

TABLE I-C

OCLC Use in Project Academic Libraries

Library	Annual OCLC Use 7/81-6/82 Cataloging	ILL Requests[1]	Total Uses Through June 1982 Recon	Orig. Input	Online Holdings[2]
Black Hawk	206	146	2,509	2	2,740
Eureka	761	273	4,033	11	7,960
TOTALS	967	422	6,542	13	10,700

[1]Requests sent through OCLC; other requests may have been sent through IVLS or by other means.
[2]All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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TABLE I-D

Public Library Full Participants in the OCLC Project

Library	Population	Income	Staff (MLS)[1]	Volumes	Annual[2] Acq	Annual[3] ILL
Alpha Park	21,800	$ 297,557	11.9 (4)	34,900	5,000	1,200
Ayer	2,400	28,000	1.2 (-)	12,100	380	150
Bradford	924	6,000	.4 (-)	5,000	171	139
Dunlap	4,700	72,600	2.5 (1)	14,800	2,600	1,000
Elmwood	2,700	60,000	1.2 (-)	9,500	500	280
Fondulac	13,500	254,600	9.5 (3)	34,019	4,000	750
Galva	7,700	53,343	3.4 (-)	17,700	1,500	780
Henry	1,700	30,600	1.2 (-)	16,700	800	610
Illinois Prairie	18,000	181,800	4.7 (1)	79,000	3,600	1,000
Kewanee	16,400	148,200	8.9 (3)	58,000	3,400	750
Lillie M. Evans	1,700	33,600	2.1 (-)	16,200	800	290
Mackinaw	2,800	36,800	2.1 (1)	12,500	900	520
Mason Memorial	700	250,000	.4 (-)	7,000	800	60
Morton	14,200	218,500	6.1 (1)	30,000	2,000	1,500
Neponset	1,000	15,900	1.4 (-)	13,900	600	50
Pekin	34,000	383,000	16.0 (5)	73,000	5,200	1,200
Peoria	124,160	1,400,000	112.0 (6)	451,000	18,000	1,700
Toulon	1,400	9,700	.5 (-)	7,000	40	124
Washington	20,000	184,000	8.7 (3)	33,500	1,700	1,100
Wyoming	1,600	6,000	.4 (-)	5,100	140	300

[1]Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.

[2]Annual acquisitions are given for the current year.

[3]Annual ILL is given for 1980, before extensive library use of the OCLC subsystem. Such requests were usually processed through IVLS.

TABLE I-E

OCLC Use in Project Public Libraries

Library	Annual OCLC Use 7/81-6/82 Cataloging	ILL Requests[1]	Total Uses Through June 1982 Recon	Reclass	Input	Online Holdings[2]
Alpha Park	2,724	838	17,384	—	29	22,873
Ayer	284	123	1,038	—	—	1,489
Bradford	96	12	381	—	1	534
Dunlap	1,943	794	6,552	—	230	10,655
Elmwood	37	14	—	8,375	167	8,579
Fondulac	3,541	764	19,741	—	58	28,052
Galva	967	135	2,197	—	22	4,299
Henry	814	2	2,736	—	—	4,396
Illinois Prairie	2,311	2	3,125	—	4	7,405
Kewanee	3,257	518	10,982	—	76	16,232
Lillie M. Evans	480	230	1,335	—	3	2,276
Mackinaw	730	557	2,200	—	11	3,702
Mason Memorial	205	36	—	1,083	13	1,491
Morton	2,076	685	7,736	—	71	11,277
Neponset	266	6	237	—	—	822
Pekin	5,167	1,053	43,803	—	3	52,588
Peoria	4,359	1,003	74,808	—	—	79,220
Toulon	39	56	382	—	—	473
Washington	1,525	384	5,894	—	—	9,124
Wyoming	102	58	232	—	2	375
TOTALS	30,923	7,270	200,813	9,458	690	265,862

[1]Requests sent through OCLC; other requests may have been sent through IVLS or by other means.

[2]All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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TABLE I-F

School Library Full Participants in the OCLC Project

School	Level	Bldgs	Students	Faculty	Staff[1] (MLS)	Collection Titles	Collection Volumes	Annual[2] Acq	Annual[3] ILL
East Peoria	K-JHS	8	2,500	140	4 (2)	—	51,200	600	20
Farmington	K-HS	5	1,600	90	4 (1)	18,600	26,000	1,000	150
Limestone	HS	1	1,350	88	4 (1)	13,500	15,500	650	10
Pekin	HS	2	2,800	150	10 (-)[4]	—	36,700	2,000	30

[1]Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.
[2]Annual acquisitions are given in titles, for the current year.
[3]Annual ILL is given for 1980, before extensive library use of the OCLC subsystem. Such requests were usually processed through IVLS.
[4]Two Pekin High School staff members are qualified media specialists.

TABLE I-G

OCLC Use in Project School Libraries

Library	Annual OCLC Use 7/81-6/82 Cataloging	Annual OCLC Use 7/81-6/82 ILL Requests[1]	Total Uses Through June 1982 Recon	Total Uses Through June 1982 Orig. Input	Online Holdings[2]
East Peoria	523	43	2,599	24	3,597
Farmington	760	343	1,808	—	2,682
Limestone	491	43	2,343	—	2,939
Pekin	1,138	76	5,834	20	7,333
TOTALS	2,912	505	12,581	44	16,551

[1]Requests sent through OCLC; other requests may have been sent through IVLS or by other means.
[2]All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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TABLE I-H

Special Library Full Participants in the OCLC Project

Library	Co. Type	Staff[1] (MLS)	Collection Monog.	Collection Serials	Annual[2] Acq	Annual[3] ILL
Caterpillar Business	Manuf.	8 (1)	12,000	700	550	320
Caterpillar Technical Information Center	Manuf.	9 (2)	14,200	650	1,200	800
Methodist Medical Center	Hospital	4 (2)	2,000	250	400	1,200

[1]Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.
[2]Annual acquisitions are given for the current year.
[3]Annual ILL is given for 1980.

TABLE I-I

OCLC Use in Project Special Libraries

Library	Annual OCLC Use 7/81-6/82 Cataloging	Annual OCLC Use 7/81-6/82 ILL Requests[1]	Total Uses Through June 1982 Recon	Total Uses Through June 1982 Reclass	Total Uses Through June 1982 Input	Online Holdings[2]
Caterpillar Business	396	482	2,460	172	32	3,435
Caterpillar Tech. Center	154	870	727	—	91	1,101
Methodist Medical	644	288	1,730	—	60	2,722
TOTALS	1,194	1,640	4,917	172	183	7,258

[1]Requests sent through OCLC; other requests may have been sent through IVLS or by other means.
[2]All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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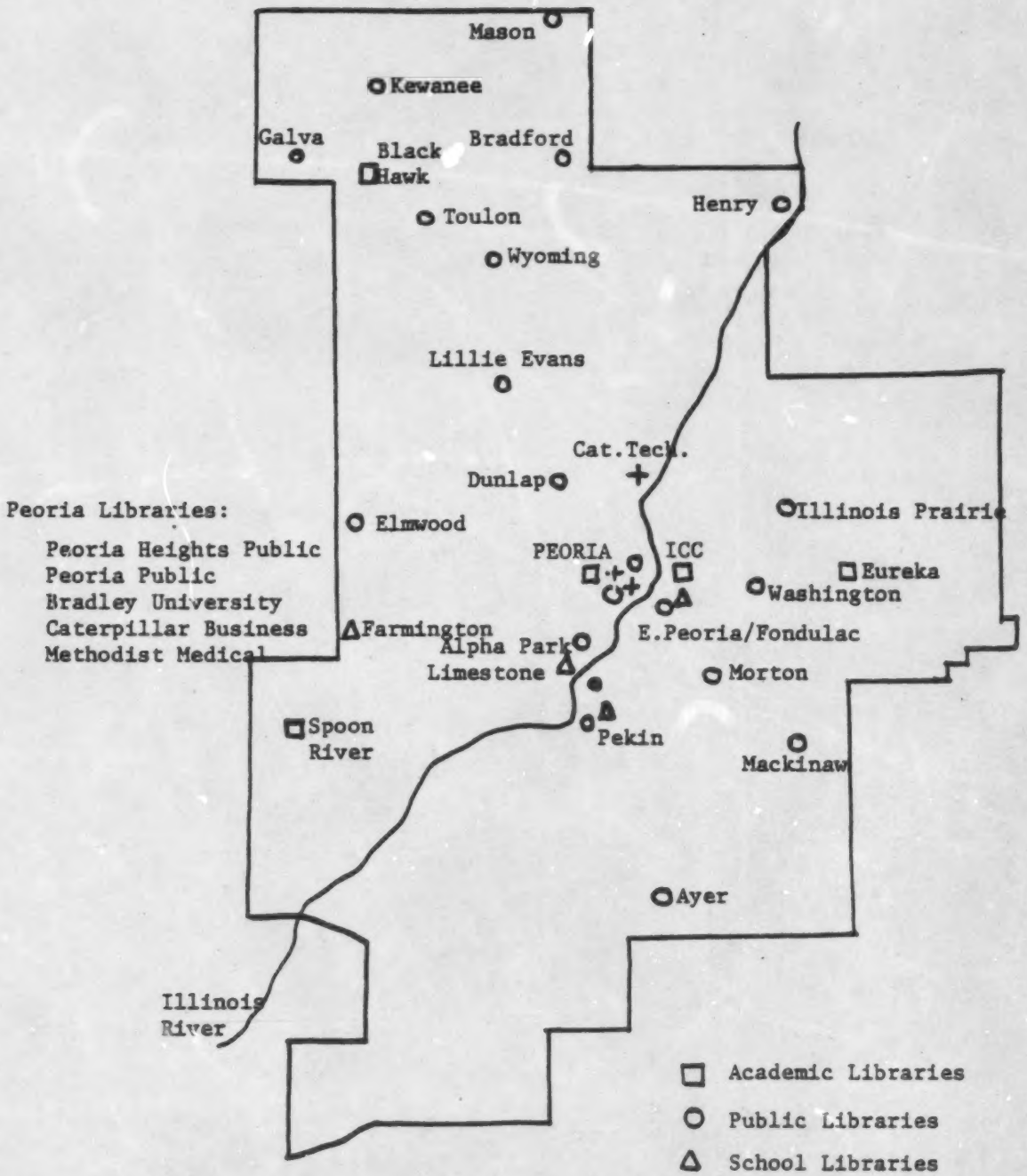
Illinois Valley Library System
OCLC Experimental Project
Participating Libraries



APPENDIX B

Worklog Forms for Pre-OCLC Cataloging Studies

Farmington Community High School
Processing Cost Study

Name: _____ Date: _____

Activity	Time in Minutes	Units Completed
1. Check book and vendor cards		Titles
2. Prepare model card		Titles
3. Type unit card		Titles
4. Checking work		Titles
5. Prepare cards for xeroxing		Titles
6. Send cards to xerox		Titles
7. Prepare the cards for typing		Titles
8. Type headings		Titles
9. Sorting/alphabetizing cards		Inches
10. Type label, book pocket and book card		Vols./pcs.
11. Processing time		Vols./pcs.
12. Other		

Definitions on Back

Farmington Community High School
Processing Cost Study

Activities Defined

1. Check book and vendor cards: Checking the cards supplied by the vendor against the book and other records and noting changes and additions, etc. to be made to cards. (This should include vendor cards for which a model unit card must be prepared.) Please include the time spent verifying headings, assigning class numbers, etc.

2. Prepare model card: Preparing a written card to be used to type the unit card which is sent out for xeroxing. Please include the time spent verifying headings, assigning class numbers, etc.

3. Type unit card: Typing a perfect unit card to send for xeroxing. (This should include time for all cards that you have to retype or discard because of mistakes.)

4. Checking work: This is the time spent by the librarian checking the work on cards and on the physical unit done by the staff. It should include the time spent noting errors to be corrected. (Proofing unit cards, proofing headings.)

5. Prepare cards for xeroxing: This is the time spent sorting the unit cards into stacks by number of copies to be ordered.

6. Send cards to xerox: Time it takes to prepare invoice, package, and mail or delivery cards to xerox vendor. This should, also, include the time it takes to check the order when it returns.

7. Prepare the cards for typing: This is the time used to separate cards and break them into sets.

8. Type headings: This is the time used to type subject headings and added headings for names and titles to the top of the cards.

9. Sorting/alphabetizing cards: This is the time spent dividing the sets into packs for shelflist and dictionary cataloging, and the time spent arranging these cards in alphabetical or call number order. The number of units completed should be given in approximate inches of cards sorted or alphabetized.

10. Type label, book pocket and book card: This includes the time spent typing the labels, book pockets and book cards. It, also, includes the time spent correcting the mistakes.

11. Processing time: This includes the time spent gluing in book pockets, attaching reference stickers, attaching spine labels and making book pockets.

Farmington Junior High and Elementary Schools
Processing Cost Study

Name: _____ Date: _____

Activity	Time in Minutes	Units Completed
1. Check book and vendor cards		Titles
2. Correct vendor cards		Titles
3. Prepare model cards		Titles
4. Typing of new card sets		Titles
5. Typing headings		Titles
6. Checking work		Titles
7. Correcting errors		Titles
8. Sorting/alphabetizing cards		Inches
9. Type book card, pocket & label		Vols./pcs.
10. Physical processing		Vols./pcs.
11. Other		

Definitions on Back

Farmington Junior High and Elementary Schools
Processing Cost Study

Activities Defined

1. Check book and vendor cards: Matching card sets and books. Checking the cards supplied by the vendor against the book and other records and noting changes and additions to be made on the cards.

2. Correct vendor cards: Correcting the vendor cards whenever the librarian has indicated that changes are to be made.

3. Prepare model card: Preparing a written card to be used to type the catalog cards. Please include the time spent verifying headings, assigning class numbers, etc.

4. Typing of new card sets: Typing of complete card sets.

5. Typing headings: Typing of headings on vendor card sets.

6. Checking work: This includes proofing of model cards, and sets and headings.

7. Correcting errors: This includes, all the time spent correcting errors on the cards and on the physical pieces that have been located by the librarian.

8. Sorting/alphabetizing cards: This is the time spent dividing sets of cards into packs to be sent to different libraries or to be filled in different catalogs, and the time spent arranging these cards.

9. Type book card, pocket & label: Typing the book card or check-out card, the information on the pocket, and the label for the spine of the book. For audio-visual material, include the typing of labels for every piece of the material and whatever cards and other identifying items go with the material.

10. Physical processing: Count here the time spent handling the book or audio-visual material for such operations as adding a plastic jacket, stamping the book for ownership, pasting in the pocket or pasting on labels, preparing audio-visual containers.

Limestone Community High School Library
Processing Cost Study

Name: _____ Date: _____

Activity	Time in Minutes	Units Completed
1. Check book and vendor		Titles
2. Prepare model card		Titles
3. Correct vendor cards		Titles
4. Type stencil		Titles
5. Run cards		Titles
6. Type headings and sl card		Titles
7. Type book card, pocket & label		Vols.
8. Physical processing		Vols./pcs.
9. Checking work		Titles
10. Correcting errors		Titles
11. Sorting/alphabetizing cards		Inches
12. Timing/Counting A. V. units		Titles
13. Other		

Definitions on Back

Limestone Community High School
Processing Cost Study

Activities Defined

1. Check book and vendor cards: Checking the cards supplied by the vendor against the book and other records and noting changes and additions, etc., to be made on the cards.

2. Prepare model card: Preparing a written card to be used to type the catalog cards. Please include the time spent verifying headings, assigning class numbers, etc.

3. Correct vendor cards: Correcting the vendor cards whenever the librarian has indicated that changes are to be made.

4. Type stencil: Typing a master or stencil to be used to run cards on the minigraph machines.

5. Run cards: Running cards on the minigraph machine using the stencil. Please include the time spent to set up the machine and to clean it up afterwards, as well as time spent washing your hands, etc.

6. Type headings and sl card: Typing subject headings and added headings for names and titles to the top of the cards that have been run on the minigraph, and typing information on the shelflist card. Include time for stamping special information on the card.

7. Type book card, pocket & label: Typing the book card or check out the card, the information on the pocket, and the label for the spine of the book. For audio-visual material, include the typing of labels for every piece of the material and whatever cards and other identifying items go with the material.

8. Physical processing: Count here the time spent handling the book or audio-visual material for such operations as adding a plastic jacket, stamping the book for ownership, pasting in the pockets or pasting on labels, preparing audio-visual containers.

9. Checking work: This is the time spent by the librarians checking the work on cards and on the physical unit done by other staff. It should include the time spent noting errors to be corrected.

10. Correcting errors: This includes all the time spent correcting errors on the cards or the physical piece that have been located by the library.

11. Sorting/alphabetizing Cards: This is the time spent dividing sets of cards into packs to be sent to different libraries or to be filed in different catalogs, and the time spent arranging these cards in alphabetical order. The number of units completed should be given in approximate inches of cards sorted or alphabetized.

12. Timing/counting A. V. Units: This is the amount of time spent checking A. V. units to verify or establish the running time or the number of pieces in the A. V. set.

Pekin Community Hi[illegible] School Library/A. V. Centers
Proces[illegible]ing Cost Study

Name: _____ Date: _____

Activity	Time in Minutes	Units Completed
1. Check book and vendor cards		Titles
2. Prepare model card		Titles
3. Type shelflist card		Titles
4. Correct vendor cards		Titles
5. Type stencil		Titles
6. Run cards		Titles
7. Type heading		Titles
8. Type book card, pocket & label		Vols.
9. Physical processing		Vols./pcs.
10. Checking work		Titles
11. Correcting errors		Titles
12. Sorting/alphabetizing cards		Inches
13. Timing/counting A. V. units		Titles
14. Other		

Definitions on Back

Pekin Community High School
Processing Cost Study

Activities Defined

1. Check book and vendor cards: Checking the cards supplied by the vendor against the book and other records and noting changes and additions etc. to be made on the cards.

2. Prepare model card: Preparing a written card to be used to type the catalog cards. Please include the time spent verifying headings, assigning class numbers, etc.

3. Type shelflist card: Typing the shelflist card for all books.

4. Correct vendor cards: Correcting the vendor cards whenever the librarian has indicated that changes are to be made.

5. Type stencil: Typing a master or stencil to be used to run cards on the minigraph machines.

6. Run cards: Running cards on the minigraph machine using the stencil. Please include the time spent to set up the machine and to clean it up afterwards, as well as time spent washing your hands, etc.

7. Type headings: This is the time used to type subject headings and added headings for names and titles to the top of the cards that have been run on the minigraph.

8. Type book card, pocket & label: Typing the book card or check out the card, the information on the pocket, and the label for the spine of the book. For audio-visual material, include the typing of labels for every piece of the material and whatever cards and other identifying items go with the material.

9. Physical processing: Count here the time spent handling the book or audio-visual material for such operations as adding a plastic jacket, stamping the book for ownership, pasting in the pockets or pasting on labels, preparing audio-visual containers.

10. Checking work: This is the time spent by the librarians checking the work on cards and on the physical unit done by other staff. It should include the time spent noting errors to be corrected.

11. Correcting errors: This includes all the time spent correcting errors on the cards or the physical piece that have been located by the library.

12. Sorting/alphabetizing Cards: This is the time spent dividing sets of cards into packs to be spent to different libraries or to be filed in different catalogs, and the time spent arranging these cards in alphabetical order. The number of units completed should be given in approximate inches of cards sorted or alphabetized.

13. Timing/counting A. V. Units: This is the amount of time spent checking A. V. units to verify or establish the running time or the number of pieces in the A. V. set.

Peoria Public Library
Book Processing Cost Study

FRIDAY ONLY -
Total titles for week
Total volumes for week

Name: _____ Date: _____

Round time to nearest 5 minutes

Activity	Time in Minutes
1. Pulling cards to copy	
2. Checking cards from vendor	
3. Revision of cards	
4. Original cataloging	
a. From CIP	
b. Geneology and local history	
c. Other	
5. Typing matt.	
6. Running matt.	
7. Typing headings on cardsets	
8. Typing SL card	
9. Updating SL for add copy	
10. Typing pocket, bookcard, add price to book	
11. Sorting cards and prefiling arrangement	
12. Data collection for survey	
13. Other	

Peoria Public Library
Book Processing Cost Study

Activities Defined

1. Checking for Previous PPL Cat: Checking for earlier cataloging after receipt (gifts, etc.). Count things checked before ordering in #1. Include pulling master card to copy.

2. Checking cards from vendor (only B & T or IMPC).

3. Revision of Cards: B and T or IMPC cards. Include time to decide on verify change and time to correct cards.

4. Original Cataloging: Making models for typing stencil, verifying information. If information is typed directly from book without question, checking, etc., do not count here - count as preparing stencil.

5. Typing matt: Include typing directly from information in book where no verification is done

6. Running matt: Include all operations at minimaster -- inking, running, clean up, washing hands.

7. Typing headings on cardsets.

8. Typing SL card.

9. Updating SL for add copy: count pulling SL, typing added copies on.

10. Typing pocket, bookcard, etc., adding price to book.

11. Sorting cards and prefiling arrangement: Sorting cards into groups for catalogs, arranging cards in order for filing.

APPENDIX C

Worklog Forms for OCLC Cataloging Study

TERMINAL USE LOG CATALOGING/RECON/SEARCHING

Library _____ Date: _____

Item No.	FOUND? Y	FOUND? N	USE: Cat.	Rc	Acq.	Oth.	ACTION: As is	Modify	Refer	New	Labels	Print	Time min:sec	Init.
1													:	
2													:	
3													:	
4													:	
5													:	
6													:	
7													:	
8													:	
9													:	
10													:	
11													:	
12													:	
13													:	
14													:	
15													:	
16													:	
17													:	
18													:	
19													:	
20													:	
21													:	
22													:	
23													:	
24													:	
25													:	

Return to OCLC Project. Notes on reverse

Notes:

Rc = Recon or reclass.

Acq = acquisition, to verify or produce order slips.

As is = changing no more than the 049 and call #.

Refer = action taken (writing notes, "save", etc.) to either refer the item as a problem to another staff member or IVLS staff or to hold it for your own consideration.

New = New cataloging input.

Print = Printout of record or of acquisition slips; any printing except labels.

TIME -

Please record minutes and seconds with a colon between:

2:32 = 2 minutes, 32 seconds

If only one applies (minutes or seconds), position the colon to show which:

1: = one minute
:27 = 27 seconds

TERMINAL USE LOG
INSTRUCTIONS

Please read these instructions carefully before beginning the study.

1. Fill in the name of the library for whom the work is being done and the date.
2. Keep a supply of the forms at the terminal, with the stopwatch.
3. Use one line on the sheet to keep track of each separate operation. One "operation" includes all of the things done at one time to one title. Include as part of the "operation" any note-taking or other work you do (measuring a book, etc.) at the terminal as part of completing your work. Do not count time spent filling in the terminal use log.
4. START the stopwatch just before you start the operation.
5. STOP the stopwatch when the operation is completed.
6. Note the time elapsed in minutes and seconds. Read the seconds from the outer dial of the watch and the minutes from the inner dial (See stopwatch use instructions). Round off times to the nearest second. Please make sure the colon is in the right position:

2:35	2 minutes, 35 sec.
2:	2 minutes even
:35	35 seconds, no minutes

7. RESET the watch.
8. Place a check in each box that applies to the completed operation (See explanation below and attached examples).
9. Place your initials in the "int." box.
10. If you use time to correct terminal problems (for calling OCLC, IVLS, using the check procedure, etc.), record the time used in the "Problem" area.
11. If you use a dial access terminal, note log-on time in the "Problem" area.

CAT/RECON/SEARCHING

Use this sheet to record any operations done on the cataloging subsystem.

Found?

For each search done, whether for cataloging, recon or general information, check one box: Y = yes, N = no. Check a box even if you searched by an OCLC control number.

Count each total search as one item, regardless of how many search keys were tried. If you tried three search keys (e.g., ISBN, author, title) and found the record with the third try, record it -

like this:

Item No.	FOUND? Y	N
1	✓	
2		
3		

Not like this:

Item No.	FOUND? Y	N
1		✓
2		✓
3	✓	
4		

If you do not find the title by any search, check the "N" column, complete any work at the terminal for that title and record the time used.

USE

For each item found, check one box to show the use you made of the record:

Cat = cataloging or reclassification - ordering cards.
Rc = retrospective conversion.
Acq = verifying ordering information and/or printing order slips.
Oth. = other uses, including name authority file searches, name-address directory searches.

ACTION

Check as many boxes as apply to this terminal use.

As is = for cataloging, reclass or recon, using the record and changing NO MORE THAN the 049 and the call no.
Modify = for cataloging, reclass or recon, adding, editing or deleting additional fields.
Refer = any action taken to refer a record to another person or hold it for your own later use. Such action may include making notes, making a printout or putting the record in save.
New = putting an entirely new record on the database, either from a "wf" command or a "new" command.
Labels = formatting and printing labels. Check this box if it applies even though you may have also checked another "action" box.
Print = making any other form of printout - full record, partial record and/or printing acquisition slips. Check this box if it applies even though you may have also checked another "action" box.

EXAMPLE

TERMINAL USE LOG — CATALOGING/RECON/SEARCHING

Library Valley View School — Date: 9-8-81

Item No.	FOUND? Y	FOUND? N	USE: Cat.	USE: Rc	USE: Acq.	USE: Oth.	ACTION: As is	ACTION: Modify	ACTION: Refer	ACTION: New	ACTION: Labels	ACTION: Print	Time min:sec	Init
1	✓		✓				✓				✓		:57	LB
2	✓		✓					✓			✓		1:54	
3	✓		✓					✓			✓		2:34	
4		✓											1:03	
5	✓		✓						✓			✓	2:14	
6	✓		✓				✓				✓		2:11	
7	✓			✓			✓						1:49	
8	✓			✓			✓						1:06	
9	✓			✓			✓						1:15	
10	✓			✓			✓						3:01	
11		✓	✓							✓		✓	5:58	
12		✓	✓							✓		✓	10:15	
13	✓		✓						✓			✓	3:01	
14	✓				✓							✓	1:51	CT
15	✓				✓							✓	:56	
16	✓					✓							:45	
17		✓											2:01	
18													:	
19													:	
20													:	
21													:	
22													:	
23													:	
24													:	
25													:	

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STAFF WORKLOG OCLC-RELATED ACTIVITIES

Library: _____ Date: _____

Activity	Time Spent hrs/min:sec	Units done	Initials
Cataloging			
1. Preparing information for terminal work		titles	
2. Checking returned OCLC cards - Processing, not including filing		cards	
3. Processing books - Pockets, labels, bookcards		titles	
4. Calls to host/guest for information, terminal status, etc.		calls	
5. Travel time		1 way	
6. Dealing with OCLC & Project paperwork (approx.)			
7. Training, decision sessions, etc. directly related to OCLC			
RECON/RECLASS			
8. Preparing cards, materials, etc. getting books		titles	
ILL			
9. Phone calls to or from libraries or IVLS, noting requests, answers		calls	
10. Checking library catalog & shelves for requested material		titles	
11. Checking circ. file for requested material		titles	
12. Updating files on ILL activity - check-out, etc.		titles	
13. Packing and shipping, placing on IVLS route, etc.		titles	
14. Completing/answering paper requests		titles	
15. Misc. investigation for ILL - overdues, etc.		titles	
16. Other: _____			

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Return to OCLC Project.

STAFF WORKLOG
INSTRUCTIONS

Please read these instructions carefully before beginning the study.

1. Fill in the name of the library for whom you are doing the work.
2. When you begin doing one of the listed activities, START the stopwatch, or note the time begun on scrap paper.
3. When you finish the activity, STOP the stopwatch or note the time ended on the scrap paper.
4. Read the stopwatch dial - minutes from the inside dial and seconds from the outside dial. Note that the inside dial only records up to 15 or 30 minutes. Be sure to add an additional 15 or 30 minutes if the activity took longer than that. If you wrote times on scrap paper, calculate the total minutes used.
5. Note the time spent on the activity (not the time of day) in the appropriate box.

   Use the punctuation given or words to show the units of time:

   2/15 = 2 hours, 15 minutes
   2:15 = 2 minutes, 15 seconds
   1/4:56 = 1 hour, 4 minutes, 56 seconds

6. Note the number of items finished.
7. Place your initials in the third box.

Use as many sheets as you need to record the information without crowding. If you do one operation frequently in a day, you may record it on the back of the sheet, using the item number to identify the activity.

Please explain "other" activities.

Please begin a new sheet each day.

Worklogs may be distributed in two different ways:

1. Give sheets to each staff member who is responsible for one or more of the listed activities. The person would keep the sheet handy to record his/her work.

2. Place sheets at work areas for the activities. Anyone doing the work would be reminded to record relevant activities by seeing the sheet prominently displayed.

Return to OCLC Project.